

**Boston
College
Graduate
Catalog
1989-90**



Boston College Bulletin
Volume LIX, Number 5, April, 1989

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

Academic Resources

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing,

graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Computing Facility is available to anyone with a currently-validated BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, applications and peripherals. Macintosh microcomputers are the most prominent feature of the facility. Some of the Macintosh workstations are available as standalone computers and others may be used to communicate with the VAX cluster of super minicomputers. There are also VT-type workstations that provide access to the VAX cluster. When using either a VT-type terminal or a Macintosh with communication capability, a user may also utilize the IBM mainframe computers for batch processing. Additionally, IBM PS/2 access is offered. The Facility is staffed with professionals and students who provide assistance with all aspects of computing, and may also refer users to the Information Processing Support staff, located in the Gasson basement.

The applications available on the VAX cluster include word processing, programming, statistical analysis, graphics production and database management. In the microcomputing environment, a similar array of software is distributed for use in the facility. Output may be produced on a variety of printing devices that range from high speed line printers for draft output, to high density dot-matrix printers for high quality graphics and text output, to laser printing when publication quality is necessary. The VAX cluster may also be accessed via a remote terminal which is equipped with either a modem or an AIM unit (for on-campus remote access only). This access is provided 24 hours a day, 7 days a week.

The Fulton Computing Facility (Fulton 111) is also available to anyone with a currently-validated BC ID. This facility is equipped with 15 Macintosh microcomputers configured as standalone units and printing capabilities.

The Gasson Solution Center, located on the ground floor of Gasson, is a new addition to the set of computing facilities available to the Boston College community. The Solution Center will provide access to applications and workstations that approach the leading edge of technology.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 12,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over ten million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College was among the first schools in the country to offer an online public computer catalog of its collections. This computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network and through access to outside databases.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 800,000 book volumes, 8,000 active serials, 1,000,000 microforms and 100,000 government documents, as well as a growing audio-visual collection, and an excellent collection of reference and bibliographic works.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus, a music listening facility, and microcomputers.

The School of Social Work Library, McGuinn Hall, contains a collection of over 30,000 volumes, 450 periodical titles, and several thousand government documents, as well as social work theses and doctoral dissertations. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. Literature of psychiatry and the behavioral and social sciences is also represented.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically

Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The Bapst Library offers a circulating collection of contemporary literature and topical nonfiction and regularly sponsors programs, exhibits, and book displays as a part of campus cultural and educational activities. Approximately five hundred seats are available as study space, including the Graduate Study Area, an area designated for the use of Boston College graduate students only.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from 10:00 a.m. to 4:00 p.m. weekdays, or by special arrangement.

The recently renovated Bapst Library also houses **The Burns Library**, an outstanding collection of 50,000 rare books, over 1,000 literary manuscripts, and several hundred thousand pieces of literary correspondence and other archives. Rare books of special note are included in Jesuitana (1543–1773), Biblical and Patristic Studies, Classical Studies, The Irish Collection, the N. M. Williams Ethnological Collection of Black Caribbeana and Africana, the Pastoral Library of the First Church of Christ, Salem, Mass. (1629–1829), Catholic Life and Liturgy (1925–1975), the History of Printing and Publishing, Rex Stout, Thomas Merton, and British Catholic Authors including Hilaire Belloc, Eric Gill, Graham Greene, David Jones, Peter Levi, Alice Meynell, Coventry Patmore, Edith Sitwell, Francis Thompson, and Evelyn Waugh. Manuscripts and correspondence of note include those of Belloc, Merton, Sitwell, Greene, Stout, Thompson, Levi, Frederick Copleston, S.J., Francis Sweeney, S.J., David Goldstein, John Boyle O'Reilly, Patrick Collins, and Patrick Cahill. Archives of note include the Common Cause Society, The Boston Coordinating Committee on Desegregation (1975–1978), the Americans for Democratic Action, The Bookbuilders of Boston (1938–), The Eire Society of Boston, Anansi Folktales of West African Jamaicans, *The London Tablet* (1968–1980), The Coordinating Committee on Copyright Revision, The Authors League of America, The Helen Landreth Archive on the Irish Rebellion and The World War II Writers' Board.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Education's faculty and students. The collection includes curriculum and instructional materials, educational and psychological tests, and educationally-oriented information technology. The Center also includes a microcomputer laboratory.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut

Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

Policy of Non-Discrimination

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise any questions regarding violation of this policy with Director of Affirmative Action. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and

sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences, the Graduate School of Social Work, and in the Graduate School of Management. The tuition in the Law School is due semi-annually by August 15, 1989 and by December 15, 1989. There is a \$100.00 late payment fee for payments received after the due dates listed above.

There will be absolutely no late registration allowed after November 9, 1989 for first semester and April 13, 1990 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 350.00
Auditor's tuition per semester hour	175.00

School of Management, Graduate Division**

Tuition per semester hour	404.00
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Graduate School of Social Work**

Tuition	10,500.00
Tuition per semester hour, MSW	285.00
Tuition per semester hour, DSW	330.00

Law School**

Tuition	12,510.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

Graduate General Fees

Acceptance Deposit	
Grad SOM—part-time	100.00
Grad SOM—full-time	400.00
Law School	200.00
Initial deposit with an additional \$400.00 due by June 1.	
Social Work—preliminary	100.00
Within two weeks of acceptance; an additional 200.00 by July 15.	
Activity fee—per semester	
full-time (7 credits or more per semester)	20.00
part-time (less than 7 credits per semester)	12.00
Application fee (non-refundable)	
Grad A&S	40.00
Grad SOM	45.00
Social Work	40.00
Law School	50.00

Certificates, Transcripts	2.00
Doctoral Comprehensive Fee—per semester	27.00
Continuation fee—per semester	
Ph.D. or D.Ed. Cand.	350.00
Master's Thesis Direction	350.00
Copyright fee (optional)	25.00
Laboratory fee—per semester	16.00—135.00
Late Payment fee	100.00
Late Registration	45.00
Microfilm and binding	
Doctoral thesis	80.00
Master's thesis	65.00
Readmission fee	40.00
Registration fee—per semester (non-refundable)	15.00
Student Identification Card	13.00

Massachusetts Medical Insurance

Massachusetts State Law has mandated that as of September 1, 1989 all students taking at least 75% of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Boston College will offer all students the option of participating in the plan offered at the University, or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and must be returned by the due date, which will be specified in the mailing. Students who do not submit a waiver will automatically be billed by the University for the required Massachusetts Medical Insurance. (Annual Fee: \$360)

Check Cashing

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday–Friday, 9:00 a.m.–3:45 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:

First three checks returned	\$15.00 per check
All subsequent checks	25.00 per check
Any check in excess of \$2,000.00	50.00 per check

Check cashing privileges are revoked after the third returned check.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

- Fees are not refundable.
- Graduate tuition is cancelled subject to the following conditions:
1. Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
 2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
 3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- | | |
|-------------------|-------------------------------------|
| by Sept. 15, 1989 | 80% of tuition charged is cancelled |
| by Sept. 22, 1989 | 60% of tuition charged is cancelled |
| by Sept. 29, 1989 | 40% of tuition charged is cancelled |
| by Oct. 6, 1989 | 20% of tuition charged is cancelled |

Second Semester

- | | |
|---------------|-------------------------------------|
| Jan. 26, 1990 | 80% of tuition charged is cancelled |
| Feb. 2, 1990 | 60% of tuition charged is cancelled |
| Feb. 9, 1990 | 40% of tuition charged is cancelled |
| Feb. 16, 1990 | 20% of tuition charged is cancelled |

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Perkins (formerly NDSL), the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Stafford Loan (formerly GSL). In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Financial Aid

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from both the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal and state financial aid programs which include Stafford Loans (formerly Guaranteed Student Loan), Perkins Loans, Massachusetts Graduate Grants and College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

1. The Boston College Graduate Financial Aid Application
2. The Financial Aid Form (FAF)
3. A signed copy of student's and parents' most recent federal tax return
4. Financial Aid Transcripts from prior schools

The above forms generally become available in the Financial Aid Office (Lyons 210) each December for the following academic year. Students must apply for financial aid each

year. See the Boston College Graduate Financial Aid Application for proper filing dates and deadlines.

Students may also apply for financial aid through their academic departments. Institutional policy requires that all graduate students who receive financial assistance through their departments complete a Financial Aid Form and return it to the Financial Aid Office, Lyons Hall 210. No other financial documents are required. The information required on the FAF will not affect the student's eligibility for departmental assistance. Those students who are requesting financial aid from *both* the University Financial Aid Office and their department, must complete a full financial aid application (the four documents listed above). See the Graduate Arts and Sciences section of this catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the student and family to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus tend to receive larger financial aid awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAF, the Boston College Graduate Financial Aid Application, and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a \$7,500 Stafford Loan each year. Students are also expected to work on a limited basis (10–20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office and the University may be required to adjust the aid it is offering. But it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program are not met. Students receiving a Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all College Work-

Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status, and, thus, eligibility to receive financial aid.

Specific information on the various programs, conditions and procedures, and the various financial aid deadline dates, can be found in the Boston College Graduate Student Guide, the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these publications as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attending is, and what the policies are on refunds to students who withdraw.
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a work-study job have

Financial Aid Programs			
	<i>Who is Eligible</i>	<i>Funding Source</i>	<i>Description</i>
University Assistantships, Fellowships and Academic Grants	Graduate students enrolled in a degree program	Boston College funds, awarded by department	See Financial Aid "Academic Grants", in the Graduate Arts and Science sections of this Catalog
Massachusetts Graduate Grant*	Massachusetts residents enrolled full-time in a degree program (excluding Law School)	Funded by Mass., awarded by Boston College Financial Aid Office	Need-based grant program. Award range from \$500 to \$4,000
Massachusetts Graduate Nursing Stipend Program	Mass. residents enrolled in a Master of Science in Nursing Program	Funded by Mass., awarded by the B.C. Financial Aid Office	Need-based, provides stipend which covers up to 75% of the cost of tuition in exchange for working as a full-time nurse in the state of Mass. for 1 year or more depending upon how many years the stipend is awarded
Perkins Loan* (formerly National Direct Student Loan)	Graduate students enrolled at least half time in a degree program	Federally-funded; awarded by Boston College Financial Aid Office	Interest free while in school. Repayment at 5% begins six months after leaving school
Stafford Loan (formerly Guaranteed Student Loan)*	Students enrolled on at least a half-time basis	Commercial lenders (banks, credit unions, savings & loan associations). Applied for through Boston College Financial Aid Office	A federally-guaranteed loan program that is interest-free while the student is in school. Repayment at 8% begins six months after leaving school.
College Work-Study Program (CWSP)*	Students enrolled at least half-time in a degree program	Federally-funded; awarded by Boston College Financial Aid Office	An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.
Alternative Financing Programs	Students and their families	Commercial lenders (banks, credit unions, savings & loan associations, etc.)	There are a number of alternative financing programs available. Students and their families should contact the Boston College Financial Aid Office for additional information.
Graduate Education Loan	Parents or students	Boston College and Massachusetts Education Loan Authority	Up to 100% of total educational cost. Principal and interest can be deferred.

*complete Boston College Financial Aid Application required.

the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Of-

fice or the agency to which the application was submitted.

- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Stafford Loan) of any changes in name, address or school status.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an academic disadvantage. Among the services provided are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations as well as to alumni.

For those seeking directions in choosing a career field, the Center offers workshops in Career/Life Planning as well as individual counseling. The Center's Career Resource Library contains books, files, and videotapes, as well as DISCOVER, an easy-to-use computerized career guidance system.

The Alumni Career Network, composed of 700 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a large variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies; an on-campus recruiting program; current job listings; and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University.

Offices are located in McElroy Commons, Room 215, Ext. 3475.

Counseling and Mental Health Services

The Counseling Services (three units), located on the main campus, provides assistance to full-time students in matters pertaining to personal adjustment, vocational decisions and mental health problems. Provisions for short-term individual counseling and psychotherapy are included among the services. The Counseling Services also provides a limited number of counseling groups each year. Students desiring to consult a counselor may request an appointment at any one of the Counseling Offices on campus (Gasson 108; Fulton 201; Campion 301).

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, international student services, and orientation. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and Walsh Cafeteria on Lower Campus. In addition students can use their Meal Plan in the Golden Lantern Restaurant, Grocery convenience stores, The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave. and Greycliff dormitories. The cost of the full Meal Plan for 1989-90 is \$1,265.00 per semester or \$2,530.00 per year.

Optional meal plans are available to all other students living in on/off campus apartments, or to commuters. Rates for these plans vary.

Further information can be obtained by contacting the University Meal Plan Office, 552-3533 or Ext. 3533, Lyons Hall 1B. A dietician is available to those students with special dietary needs or restrictions, by calling 552-3123 or Ext. 3123.

Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the School of Management. Graduate students in most of the schools and departments have their own association or student collective, but the GSA serves as the university-wide graduate student organization.

The primary purpose of the GSA is to coordinate and augment the efforts of students, graduate organizations, faculty, and administrators in improving graduate student life and more fully integrating graduate students in the overall Boston College community.

Graduate departments and other graduate student organizations from the Department of Education, School of Management, and School of Social Work elect a representative(s) to the GSA Council. This council works closely with the GSA staff to strengthen the collective voice of graduate students in matters concerning their welfare on campus. At present there are over thirty representatives on the Council.

The GSA sponsors numerous social, cultural, and educational events for graduate students. The GSA now publishes a monthly graduate student newspaper, *The Graduate Exchange*, that keeps people informed of GSA events, as well as providing graduate students with information about university actions or activities which are of interest. The GSA also publishes a weekly listing of graduate student activities in *The Bulletin*. At the beginning of each semester the GSA sponsors an orientation program for all graduate students.

The GSA maintains an office in Hovey House. At this time the university does not offer any lounge space for graduate students to meet and socialize.

The GSA obtains its financial resources by assessing each graduate student an activity fee of \$20.00 per semester for full-time students and \$12.00 per semester for part-time students.

Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may receive on-campus medical care by signing up at the University Health Services Office in Cushing Hall, Room 119. The Health/Infirmary Fee will then be charged to their account.

The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, wart, physical therapy, allergy and immunization clinics. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all full-time university students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. (See Tuition and Fees section, above.) Insurance information is available at University Health Services Office, Cushing Hall, Room 119.

Academic Regulations

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this catalog, or in the appropriate individual school's bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student

who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A–, B+, B, B–, C, or F. In addition, students in the Law School may receive grades of C+, C–, and D. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory. For Law School students, the grades of C– and D may be awarded for work which is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A–, B+, B, B–, or C. No academic credit is granted for a course in which a student receives a grade of F. Note: Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards which apply to their individual degree programs. (Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis. A Pass/Fail option is available for a limited number of other courses, as stipulated by the School).

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A G.S.S.W. student who fails to remove an Incomplete within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. For students in the Law School, Graduate School of Management, and Graduate School of Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences.

Transcript requests must be submitted in writing to:

Transcript Requests
Office of the Registrar
Lyons Hall 101
Boston College
Chestnut Hill, MA 02167

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy).

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Student Absences for Religious Reasons

Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Withdrawal from a Course

Students who withdraw from a course after the registration, or confirmation of registration, period but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form, available in the University Registrar's Office. All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to

register for a given semester must file the Leave of Absence Form with the University Registrar.

To assure reenrollment for a particular semester following a leave of absence, students must notify the University Registrar's Office and the Dean's Office of their individual school about their intention, at least six weeks in advance of the start of that semester. Students seeking reenrollment in the Graduate School of Social Work should refer to the School's readmission procedure in the Readmission section, below.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there, and the readmission fee paid, at least six weeks before the start of the semester in which the former students seek to resume study. NOTE: Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement. The appropriate Dean's Office will make the decision on the readmission application, and the Registrar's Office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also admits as "Special Students" those not seeking a degree who are interested in pursuing course work for personal enrichment.

General Information

The Graduate Admissions Office, McGuinn Hall 221 is open from 9:00 to 5:00, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents may obtain their application materials from the department to which they are applying or from the Graduate Admissions Office. Non-U.S. citizens should obtain their application materials from the Graduate Admissions Office.

The Graduate School of Arts and Sciences Bulletin may be obtained from the departments or from the Graduate Admissions Office. The Schedule of Courses and Registration Information for Graduate Students booklets are published by the University Registrar prior to each semester's registration period.

The Foreign Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

Master's Degree Programs

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of

course requirements, as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Master's Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration fee and the activity fee are charged during this period. No credit is granted.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the Graduate Catalog. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's Interim Study in any given semester must re-

Graduate School Programs and Degrees								
Depts. of Instruction	Ph.D.	M.A.	M.A.T	M.S.	M.S.T.	M.Ed.	C.A.E.S.	C.A.G.S.
Biology	X			X	X			
Chemistry	X			X	X			
Classical Lang.		X	X					
Economics	X	X	X					
Education	X	X	X		X	X	X	
English	X	X	X					X
Geology & Geophysics				X	X			
History	X	X	X					
Mathematics		X			X			
Nursing	X			X				
Philosophy	X	X						
Physics	X			X	X			
Political Science	X	X	X					
Psychology	X							
Romance Lang.	X	X	X					
Slavic & Eastern Lang.		X	X					
Sociology	X	X						
Theology	X	X						
American Studies		X	X					
Biblical Studies		X						
Medieval Studies	X	X						
Slavic Studies		X						
Religious Ed. & Pastoral Ministry	X	X			X	X		

quest a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the Readmission form with the Registrar's Office, and pay the readmission fee, at least 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

Plan A: combines graduate study with a teaching internship.

Plan B: combines graduate study with a period of apprenticeship.

Plan C: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information contact the Department of Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. General requirements regarding credits, language, time limit, and courses for the Master's Programs described above are applicable to these degrees.

Special Programs

Master of Arts in American Studies—See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies—See departments of History and Romance Languages.

Master of Arts in Slavic Studies—See department of Slavic and Eastern Languages.

Certificate of Advanced Specialization (C.A.E.S.)—See department of Education and the Institute of Religious Education and Pastoral Ministry.

Certificate of Advanced Graduate Studies (C.A.G.S.)—See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.E.S. and C.A.G.S. programs.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is

that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A full semester is ordinarily taken to mean 4 three-credit courses. A plan of studies which meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim period students should register for course No. 998, Doctoral Comprehensive, for which only the registration fee and the activity fee are required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation which embodies original

and independent research, and demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. The two signed copies of the dissertation should be filed in the Registrar's Office on the date committee approval is given. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctor's degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

Special Students (Non-Degree)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as Special Students. Many individuals enter a department of the Graduate School as Special Students—either to explore the seriousness of their interest in studying for an advanced degree, and/or to strengthen their credentials for possible later application for degree study. Others are simply

interested in taking graduate course work for interest's sake or for other purposes. Admission as a Special Student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as Special Students and who subsequently wish to apply for admission as degree candidates must file additional application documents, and be accepted for degree study. The number of credits one has earned as a Special Student that may be applied toward the requirements of a degree is determined by the Department to which one applies in concert with Graduate School regulations.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium schools are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

Admission

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Degree students (degree-seeking) and Special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g. GRE scores etc., consult the req-

uisites of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for Special Student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Degree and Special students are not admitted officially until the completed application form has reached and been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental master's, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest, or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Center for the Study of Testing, Evaluation and Educational Policy
Boston College
Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service
Box 955
Princeton, New Jersey 08540
Educational Testing Service
1947 Center Street
Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15. In the Department of Education, masters and C.A.E.S. applicants to the divisions of Curriculum, Instruction, and Adminis-

tration, Foundations, and Special Education must submit complete application materials by April 15 for June and September admission. Applicants to Counseling Psychology masters programs must submit complete materials by February 1. Doctoral applicants should contact the Department of Education for information regarding admissions time schedules.

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries to their department or to the Graduate Admissions Office regarding the completeness of their files.

Foreign Students (non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences
Graduate Admissions Office
Boston College
Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student-applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and direct that their score be forwarded to the Graduate School by The Educational Testing Service. Ordinarily, a score of 550 on this examination is expected by the Graduate School for admission. Information about this examination can be obtained from the Educational Testing Service (see above for address).

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions, but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

Registration

Students in the Graduate School of Arts and Sciences have the option of registering for courses in person or by mail. Continuing degree students will be mailed registration mate-

rial, including the *Registration Information for Graduate Students* booklet, approximately one month prior to the beginning of each semester. New degree students and special students should come to registration, which is usually held throughout the second week of classes. The dates, time and place of registration will also be listed in the *Schedule of Courses* booklet which is published one week prior to the beginning of each semester.

Before coming to registration all students should see their department advisor or chairperson to discuss a program of study and obtain approval for courses. Full payment must be made at the time of registration.

Students registering by mail will receive a receipt by return mail. Those who register in person will register and make payment in one central location. For information on graduate tuition and fees refer to the Graduate Tuition and Fees section of this catalog. In addition to the tuition cost, all students must pay the registration fee and student activities fee.

Students who have begun the process of applying as degree or special students but who have not received notification of admission, may at their own risk register and attend classes. Such students must sign a legal agreement at registration to complete the application process within six weeks of registration. In cases where such students fail to meet the requirements for admission, no refunds will be granted and no grades will be released.

After registration, no addition of courses or change from audit to credit are permitted. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration. See Withdrawals and Refunds section for specific refund dates.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the registration form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

Academic Regulations

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high

passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after registration, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student should obtain an authorization signature from the department chairperson and also from the Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course during the registration period, no recording entry will appear on the permanent record. After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

For specific dates, please refer to the refund schedule on page 7 of this catalog.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete(s) shall not stand for more than four (4) months.

Any Incomplete grade which is turned in to the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination. Discretion is left to the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students are responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Graduation

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for

May graduation. The deadline for filing the graduation form in the Registrar's Office is July 8 and December 1. As there are no commencement exercises in January or September, the names of those receiving degrees will be included in the program of the following May commencement.

Financial Aid

Academic Grants

A variety of fellowship grants and scholarships is available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Grants vary by discipline and can be as large as \$8,800 plus a full tuition scholarship. Please refer to the Financial Aid Section in the University Section at the beginning of this catalog for more information on filing requirements (i.e. completion of the Financial Aid Form (FAF), etc.). Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, will carry tuition scholarships and stipends of up to \$9,300 for the 1989–1990 academic year, and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend which is adjusted to the academic qualifications and degrees of the recipient. The Teaching Fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Requests for Assistantships should be included with other materials that are submitted to the Admissions Office.

Requests received after March 15 will be accepted, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining Assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September–June). Generally, the Assistants in natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend which is adjusted to the academic qualifications and degrees of the recipient.

Research Assistantships

Research Assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Grant Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Payroll Office to fill out personnel cards and tax information forms.

A grant recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan program, should inquire to the University Financial Aid Office where all such aid is administered. (Refer to the earlier section on Financial Aid in this catalog.)

Graduate Programs American Studies

Faculty

The American Studies Faculty Caucus for 1989–90:

Professor Christopher Wilson (Director), English
 Professor Sherri Broder, History
 Professor Andrew Buni, History
 Professor Leonard Casper, English
 Professor Maceo Dailey, History
 Professor William Gamson, Sociology
 Dean Carol Hurd Green, Arts & Sciences
 Professor Stuart Hecht, Speech Communication and Theater
 Professor Jeffery Howe, Fine Arts
 Professor Robert Kern, English
 Professor Alan Lawson, History
 Professor Seymour Leventman, Sociology
 Professor Suzanne Matson, English
 Professor Thomas O'Connor, History
 Professor Carol Petillo, History
 Professor Richard Schrader, English
 Professor Judith Smith, History
 Professor Cecil Tate, English
 Professor James Wallace, English

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating departments include English, History, Political Science, Sociology and Fine Arts. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a colloquium in the literature and practice of American Studies, and two research seminars. In addition to these nine credits, the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge. We also offer a M.A.T. degree.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area.

Applicants are asked to acquire application materials from the department which will be their major field of concentration.

Course Offerings

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence:

AS 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of cul-

ture. Additional time will be spent examining the nature of the field of American Studies and its present state.

AS 990 Graduate Core Seminar (S: 3)

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g. American Culture in the 1920s), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course; in some instances, however, it may also provide the basis for the Master's Project. With the permission of the instructor, this course is open to all students in cooperating departments.

Interested students may inquire about the Program by writing directly to: Director, American Studies Program, Boston College, Chestnut Hill, MA 02167.

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor R. Douglas Powers, Chairperson of the Department
A.B., SUNY; Ph.D., Syracuse University

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Thomas N. Seyfried, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Anthony T. Annunziato, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Assistant Professor Grant W. Balkema, B.S., Ph.D., Purdue University

Assistant Professor William J. Brunken, B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Assistant Professor Mary Kathleen Dunn, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Program Description

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Bulletin, must be met.

Requirements: The minimum required curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses (those numbered 800–899). The minimum required program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

Sonntag Institute for Cancer Research

The Sonntag Institute for Cancer Research offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Course Offerings

An asterisk after the course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 504 Principles of Neurochemistry (S: 3)

The goal of the course is an increased understanding of how the nerve cells can transfer and store information. The text for the course is "Neurobiology" by S. M. Shepherd, 1988. The additional readings from other texts will be given later. The course syllabus is designed to show the material in the course and the sequence in which it will be covered. Some changes during the semester are likely.

Andrzej Wieraszko

BI 510 General Endocrinology (S: 3)

Prerequisite: Consent of instructor

The course consists of a study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

BI 515 Biophysical Chemistry (F: 3)

Prerequisites: Biochemistry, Physics, Calculus
Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

BI 518 Cell Physiology (F: 3)

Prerequisites: Chemistry through organic, plus Introductory Biology or equivalent. Biochemistry desirable.

A course intended to build on students' basic biological and biochemical information to create a deeper understanding of how eucaryotic cells interact in an organism. Preceded by reviews of relevant cellular and molecular structure/function relationships in cells and organisms, the structure, biosynthesis, and metabolism of receptors and some of their messages are discussed. Current experimental approaches to the subject matter and problems of current interest are considered.

Maria Bade

BI 525 Histology (S: 3)

Prerequisites: BI 200–202

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Two lectures per week.

Allyn H. Rule

BI 526 Histology Laboratory (S: 1)

One three-hour laboratory period per week. Required of all students in BI 525.

Allyn H. Rule

BI 530 Somatic and Haploid Genetics (S: 2)

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes *in vitro* studies on both plant and animal materials.

Yu-Chen Ting

BI 531 Somatic and Haploid Genetic Laboratory (S: 1)

One two-hour laboratory per week. Required of all students taking BI 530.

Yu-Chen Ting

BI 538 Biology of Cell Cycle (F: 3)*Prerequisite:* Permission of Institute

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

*William D. Sullivan, S.J.***BI 540 Immunology (F: 3)***Prerequisites:* General Biology, Inorganic Chemistry or consent of Professor

Emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis, and diversity, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. Two seventy-five minute lectures per week.

*Allyn H. Rule***BI 548 Comparative Animal Physiology (S: 3)**

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live and on the previous solutions to the problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

*Maria L. Bade***BI 550 Biology of Eukaryotic Viruses***Prerequisite:* Genetics*Recommended:* Biochemistry, Molecular Biology, or Immunology

An in-depth examination of the Molecular Biology, Genetics, and Pathogenesis of selected animal viruses, including recent research findings and readings from the current literature.

*Kathleen Dunn***BI 552 Developmental Neurobiology (F: 3)***Prerequisites:* BI 200–202, BI 300 and BI 310.

This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutation on nervous system development is also covered. Two lectures per week.

*Thomas Seyfried***BI 554 Principles of Mammalian Physiology (F: 3)***Prerequisite:* BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

*Grant W. Balkema***BI 556 Developmental Biology (S: 3)***Prerequisites:* BI 300 or 302 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how both organismal and

molecular approaches are leading to a detailed understanding of: (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs and (2) What is the basis and role of pattern information in this process.

*William H. Petri***BI 558 Neurogenetics (F: 3)***Prerequisites:* Genetics and Biological Chemistry

The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage diseases, epilepsy, Huntington's disease, movement disorders and myelin abnormalities.

*Thomas Seyfried***BI 562 Neurophysiology: A Systems Approach (S: 3)***Prerequisite:* BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.

*Grant W. Balkema**William J. Brunken**R. Douglas Powers***BI 570 Nucleic Acid Biochemistry**

Prerequisite: BI 302 (Molecular Genetics), and two semesters of Biochemistry or equivalent (BI 435 plus BI 440; or CH 561 plus CH 562); or permission of instructor.

This course provides an in-depth treatment of the molecular biology and biochemistry of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. The emphasis will be on the primary scientific literature, covering such topics as nucleosome and chromatin structure, DNA replication, gene regulation and transcription, and RNA processing.

*Anthony T. Annunziato***BI 600 Biochemistry (F: 3)**

The course content includes the physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week.

*Maurice Liss**Chester Stachow***BI 602 Biochemistry (S: 3)**

A continuation of BI 600.

*Maurice Liss**Chester Stachow***BI 603 Biochemistry Laboratory* (S: 2)**

One laboratory period per week. To be taken in conjunction with BI 602.

*Chester Stachow***BI 610 Experimental Approaches to Cell and Molecular Biology (F: 2)**

A lecture and laboratory course in the theory and practice of techniques used in modern cell and molecular biology. The areas which are covered include: light microscopy (Nomarski DIC and fluorescence), electron microscopy, radiation biology, tissue culture, and basic techniques of molecular biology. Taken in conjunction with BI 600.

*R. Douglas Powers***BI 654 Developmental Genetics (F: 3)***Prerequisites:* BI 300 and 456, or permission of instructor

A review of the major questions in develop-

mental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotency and differential gene activity.

*William H. Petri***BI 658 Advanced Physiology (S: 3)**

A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation of reproduction.

*R. Douglas Powers***BI 742 Biology of Ultrastructure (S: 2)***Prerequisite:* Permission of Institute.

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultra-structural changes during the cell cycle and division will be discussed.

Two lectures per week. *William D. Sullivan, S.J.***BI 743 Laboratory in the Biology of Ultrastructure* (S: 2)***Prerequisite:* Permission of Institute

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs.

*William D. Sullivan, S.J.***BI 746 Immunochemistry: Principles of Ligand Assay (S: 3)**

This course begins with a review of the fundamentals of immunology, the nature of immunity, the structure and function of antibodies as well as cell interactions with antigen. The topics progress to those which include: monoclonal antibodies, antigen purification and characterization, immunization for antibody production, preliminary and advanced assessment of antibody-antigen reactions, and labeling technology. This course presupposes a background which includes basic organic chemistry, general biology and immunology or the permission of the instructor. This course meets 6:30–9:30 for 3 credit hours. Offered biennially.

*Allyn H. Rule***BI 750 Bacterial Physiology and Metabolism (F: 3)***Prerequisite:* BI 600 and BI 310, or consent of the instructor

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied.

*James J. Gilroy***BI 760 Biochemical Control Mechanisms (S: 3)***Prerequisite:* BI 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

*Chester S. Stachow***BI 799 Readings and Research (F, S: 3)**

By arrangement

The Department

BI 801 Thesis Seminar (F: 3-S: 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff.

Bv arrangement *The Department*

BI 802 Thesis Direction* (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Bv arrangement *The Department*

BI 814 Seminar in Bacterial Metabolism (F: 2)

Special topics in Bacterial Metabolism.

Offered biennially *James J. Gilroy*

BI 816 Seminar in Metabolic Interrelations

A study of metabolism on the cellular, tissue and organism levels.

Offered biennially *Joseph A. Orlando*

BI 818 Current Topics in Virology

Presentation and discussion of selected papers in virology, with emphasis on animal viruses.

Offered biennially *Maurice Liss*

BI 820 Seminar in Cytogenetics (F: 2)

Discussions on current developments in cytogenetics.

Yu-Chen Ting

BI 824 Seminar in Physiology

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction.

Offered biennially *R. Douglas Powers*

BI 828 Seminar on the Functional Role of Metals in Biological Systems

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships.

Offered biennially *Donald J. Plocke, S.J.*

BI 830 Topics in Plant Molecular Biology (F: 2)

A discussion of selected topics in plant biology with special emphasis on the use of molecular tools to address current research problems.

Offered biennially *Kathleen Dunn*

BI 842 Gene Regulation and Chromatin Structure (S: 2)

This course will provide an in-depth examination of current research papers which deal with the molecular biology of transcription and replication in eukaryotic cells. Particular emphasis will be placed on alterations in chromatin structure that accompany gene activation and DNA synthesis. Such topics as nucleosome structure, DNA supercoiling, transposition, and DNA sequence effects will be discussed.

Seminar format *Anthony T. Annunziato*

BI 843 Seminar in Advances in Nucleic Acid Research (S: 2)

The biochemistry and molecular biology of nucleic acids, as they function in living cells will be examined in this course. Emphasis will be placed on eukaryotes although some prokaryotic systems will be discussed. A major focus will be the involvement of protein-nucleic acid interactions in regulating DNA and RNA functions. Class will involve discussions of current research papers in a seminar format.

Anthony T. Annunziato

BI 848 Cellular Immunology

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting.

Offered biennially *Allyn H. Rule*

BI 852 Current Topics in Plant Physiology (S: 3)

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science.

Offered biennially *Jonathan Goldthwaite*

BI 856 Immunochemistry of Antigens (S: 3)

Prerequisite: Immunology or permission of instructor

Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions.

Offered biennially *Allyn H. Rule*

BI 858 Immunochemistry of Antibodies (S: 3)

Prerequisite: Immunology or permission of instructor

Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotype and idiotype.

Allyn H. Rule

BI 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S: 2)

Study of recent advances in bacteriophage, genetics and replication.

Offered biennially *Chester S. Stachow*

BI 862 Biochemistry of Receptors (F: 2)

Seminar topics based on current advance in the field.

Offered biennially *Maria L. Bade*

BI 864 Seminar in Developmental Biology

Prerequisites: BI 654 and 656 or permission of instructor

Discussion of current advances being made in the field of developmental biology.

Offered biennially *William H. Petri*

BI 888 Master's Interim Study (F: 0-S: 0)

For Master's candidates who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.

The Department

BI 998 Doctoral Comprehensive (F: 0-S: 0)

For Doctoral students who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.

The Department

BI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in the biennial interdepartmental course sponsored by CEERA:

UN 212 Perspectives on Marxism

A coherent overview of the Marxist phenomenon, designed to enable the student to gain an understanding from several major perspectives and an orientation for further study of questions raised by this important movement.

Some graduate students may also be interested in the following course:

HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Graduate students interested in this introductory course should consult the Director of the Program.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-eight volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Raymond T. McNally (History), Director Carney 171

Prof. Donald Carlisle (Political Science), Assistant Director, McGuinn 220

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Michael J. Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairperson of the Department

B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor David L. McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor Larry W. McLaughlin, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Associate Professor Mary F. Roberts, A.B., Bryn Mawr College; Ph.D., Stanford University

Associate Professor Martha M. Teeter, B.A., Wellesley College; Ph.D., Pennsylvania State University

Assistant Professor James E. Anderson, B.S., Michigan State University; M.S., Ph.D., University of Michigan

Assistant Professor Laurence B. Kool, B.S., University of Michigan; Ph.D., University of Massachusetts at Amherst

Assistant Professor Udayan Mohanty, B.Sc., Cornell University; Ph.D., Brown University

Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take 4 or 5 qualifying examinations in inorganic, analytical, organic, biochemistry, and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required either to pass the Qualifying Examinations or to satisfy specified Foundation Course Requirements.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If

this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First-year requirements provide the student with breadth of knowledge in the traditional fields: analytical, inorganic, organic, biochemistry, and physical chemistry. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty area and related areas. Members of the student's thesis committee comprise the exam committee.

Candidates for the Ph.D. degree must pass an examination in German, French, or Russian. The examination must be successfully passed before the student is formally admitted to candidacy.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis follows the oral defense.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Course Offerings

An asterisk after a course title indicates that the course carries a laboratory fee.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Michael J. Clarke

CH 523 Organometallic Chemistry (F: 3)

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are

currently enrolled in organic and inorganic chemistry courses.

Lawrence B. Kool

CH 534 Organic Synthesis (S: 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

CH 535 Physical Organic Chemistry (S: 3)

This course will survey the methods commonly used to elucidate the mechanisms of organic reactions, including kinetics, isotope effects, linear free energy relationships, and stereochemical probes. Methods for the characterization and observation of reactive intermediates will also be discussed (e.g., NMR, ESR and CIDNP, chemical trapping, etc.). We will assume a working knowledge of basic organic chemistry (equivalent to the content of CH 231–232) as well as an acquaintance with the basic ideas of NMR and molecular orbital theory (nonmathematical). The format of the course will be lecture, with some problem discussion.

Dennis J. Sardella

CH 537 Mechanistic Organic Chemistry (F: 3)

Prerequisite: CH 231–232 or equivalent
Underneath the seemingly limitless variety of transformations encountered in organic chemistry lies a relatively small number of mechanistic types which constitute an organizing and predictive tool of considerable power for the chemist. This course will survey the major mechanistic types and the commonly-encountered reactive intermediates from the standpoint of the organic chemist interested in a practical understanding of the relationships between reactants and products of organic reactions.

Joseph Bornstein

CH 539 NMR Spectroscopy (F: 3)

Nuclear Magnetic Resonance spectroscopy has become one of the most powerful techniques for the study of molecular structure and dynamics. Topics to be covered in this course will include a) some principles of nuclear magnetism; b) the basic theory of pulsed Fourier transform spectroscopy; c) the types of information (chemical shifts, coupling constants, and relaxation times) that can be derived from NMR spectra and their practical utility; d) analysis of complex NMR spectra; and e) discussion of the most useful one- and two-dimensional experiments and how they are used in structural studies.

Dennis J. Sardella

CH 541 Determination of Organic Structures (S: 4)

Prerequisite: CH 231–232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separation techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite CH 543.

O. Francis Bennett

CH 543 Determination of Organic Structure Laboratory* (S: 0)

Laboratory required of all students enrolled in CH 541. Two three-hour laboratory periods per week. Corequisite CH 541.

O. Francis Bennett

CH 551 Advanced Analytical Chemistry (S: 3)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, flurometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography.

E. Joseph Billo

CH 555-556 Advanced Chemistry Laboratory (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

James E. Anderson

CH 561-562 Biochemistry (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent.

An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods.

*Larry W. McLaughlin
Martha M. Teeter*

CH 564 Physical Methods in Biochemistry (F: 3)

Prerequisites: CH 561 or BI 435; CH 473 or 475.

The course will cover three major techniques used in biochemical research: spectroscopy (absorption, fluorescence, circular dichroism, NMR, and EPR), diffraction (x-ray and neutron), and microscopy (light and electron). Lectures will cover both theory and practical use with examples taken from current biochemical literature for the latter.

Mary F. Roberts

CH 565 Structure, Function, and Reactivity of Nucleic Acids (F: 3)

Prerequisite: CH 561 or equivalent.

Topics discussed: Nucleoside and nucleic acid (DNA and RNA) structure as has been reported using x-ray diffraction, NMR spectroscopy, and circular dichroism. This includes A, B, C, and Z forms, tRNA, triplexes, and higher-order structural forms. Additional topics include chemical and enzymatic nucleic acid synthesis and sequencing, reactions of nucleic acids with metal ions, intercalators, electrophiles, and carcinogens. Protein-nucleic acid interactions will also be discussed in some detail. Functional aspects will be limited to those which are related to nucleic acid structure and reactivity. This will include topics such as the molecular basis for cancer and DNA repair mechanisms.

Larry W. McLaughlin

CH 572 Quantum Chemistry and Spectroscopy (F: 3)

A development of the principles of quantum mechanics as they apply to chemistry. The molecular-orbital method is used for the theoretical treatment of electronic structure and reactions. Molecular spectroscopy, including an introduction to group theory and rotational, vibrational, and electronic spectroscopy, is discussed.

Yuh-kang Pan

CH 579 Modern Statistical Mechanics (S: 3)

The course emphasizes modern tools of statistical mechanics: a) Microcanonical, canonical, and grand-canonical ensembles: fluctuations in these ensembles and applications. b) Perturbation theories of classical fluids: simulation (Monte-Carlo and Molecular-dynamics) methods in statistical mechanics. c) Phase transitions: scaling relations, operator product expansions, and Wilson's renormalization group approach to critical phenomena. d) Linear response theory, Onsager's regression hypothesis, fluctuation dissipation theory, Green-Kubo relations, and Brownian motion theory.

Udayan Mohanty

CH 775 Chemical Thermodynamics (F: 3)

An introduction to thermodynamics of both equilibrium and near-equilibrium systems. Emphasis will be placed on the application of the basic principles to electrolyte solutions, phase equilibria, diffusion, heat conduction, and membrane transport processes.

Jeong-long Lin

CH 799-800 Reading and Research* (F: 2 or 3-S: 2 or 3)

A course required of Ph.D. matriculates for each semester on research.

The Department

CH 801 Thesis Seminar* (F: 3-S: 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates.

The Department

CH 802 Thesis Direction* (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805 Departmental Seminar I (F: 1)

Research seminars by leading scientists both from within the Department and from other institutions are presented on a regular (usually weekly) basis.

The Department

CH 806 Departmental Seminar II (S: 1)

A continuation of CH 805.

The Department

CH 821 Inorganic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate.

Michael J. Clarke

CH 822 Inorganic Chemistry Seminar II (S: 3)

A continuation of CH 821.

Michael J. Clarke

CH 831 Organic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

T. Ross Kelly

CH 832 Organic Chemistry Seminar II (S: 3)

A continuation of CH 831.

The Department

CH 861 Biochemistry Seminar I (F: 3)

A series of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will submit papers and give oral presentations on selected topics. Discussions of current research in the Department will be included.

Larry W. McLaughlin

CH 862 Biochemistry Seminar II (S: 3)

A continuation of CH 861.

Mary F. Roberts

CH 871 Physical Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

David L. McFadden

CH 872 Physical Chemistry Seminar II (S: 3)

A continuation of CH 871.

David L. McFadden

CH 994 Language Requirement: French (F, S: 0)**CH 995 Language Requirement: German** (F, S: 0)**CH 996 Language Requirement: Russian** (F, S: 0)

Three times a year (September, December, April) examinations to satisfy the language requirement as spelled out under Program Description are offered. Advising and limited instruction are also available. The dates are announced on the departmental bulletin board. No formal registration is required.

George Vogel

CH 997 Masters Comprehensive (F, S: 0)

Consists of a public, oral defense of the student's thesis research.

The Department

CH 998 Doctoral Comprehensive (F, S: 0)

Consists of a series of cumulative written examinations which test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This

registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Other courses, offered by the Department on a non-periodic basis:

CH 522	Inorganic Chemistry Laboratory
CH 532	Introduction to Macromolecular Chemistry
CH 536	Organic Synthesis Laboratory
CH 538	Organic Spectroscopy
CH 566	Bio-Inorganic Chemistry
CH 567	Protein Structure and Function
CH 568	Advanced Biochemistry and Enzymology
CH 569	Enzyme Mechanisms
CH 573	Quantum Chemistry and Molecular Structure
CH 577	Spectroscopy
CH 580	Dynamics of Simple Liquids
CH 581	Electrochemistry
CH 583	Analytical Separations
CH 671	Statistical Mechanics
CH 672	Quantum Mechanics
CH 720	Advanced Organic Chemistry I
CH 724	Advanced Inorganic Chemistry II
CH 725	Physical Methods in Inorganic Chemistry
CH 731	Theoretical Organic Chemistry
CH 732	Organometallic Chemistry
CH 734	Natural Products
CH 735	Advanced Organic Chemistry
CH 738	Heterocycles
CH 770	Advanced Physical Chemistry—Dynamics
CH 773	Advanced Physical Chemistry—Structure

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, B.A., Wayne State University; M.A., Ph.D., Ohio State University

Associate Professor David H. Gill, S.J., B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Associate Professor Dia M.L. Philippides, Chairperson of the Department B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Assistant Professor Charles F. Ahern, Jr., B.A., Wesleyan University; M.Phil., Ph.D. Yale University

Program Description

The Department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching, and requires 15 credits in the Department and 15 in the School of Education.

Requirements: Candidates for the degree are required to complete a departmental reading

list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German will be tested by the Department.

The Department also offers courses in Modern Greek language and literature. These courses do not qualify as credits for an M.A. Degree.

Course Offerings

CL 010–011 Elementary Latin (F: 3–S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Eugene W. Bushala

David Gill, S.J.

Maria Kakavas

CL 020–021 Elementary Ancient Greek (F: 3–S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

Eugene W. Bushala

CL 052–053 Intermediate Ancient Greek (F: 3–S: 3)

A review of the grammar followed by readings in easy literary prose such as that of Xenophon's *Anabasis* or Plato's *Crito*.

John Shea

CL 056–057 Intermediate Latin (F: 3–S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Charles Ahern, Jr.

John Shea

CL 060–061 Elementary Modern Greek (F: 3–S: 3)

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Maria Kakavas

CL 070–071 Intermediate Modern Greek (F: 3–S: 3)

Prerequisite: Elementary Modern Greek.

This second year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktsis and Elytis. Offered alternate years.

Maria Kakavas

CL 101 Introduction to the Modern Greek World (F: 3)

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium.

The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece, and offers a sneak preview of the new integrated Europe of 1992.

Dia M. L. Philippides

CL 175 Modern Greek Novels and Short Stories

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan* (E. Roidis) and "My Mother's Sin" (G. Vyzenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plant*, *The Well*, *The Angel* (V. Vassilikos, author of *Z*), *The Third Wedding* (K. Taktsis), "Fifty-fifty to Love" (from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English.

Offered alternate years. *Dia M. L. Philippides*

CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy *Erofilis*), and centering mainly on the 20th century, with plays such as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanelis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourselas), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English.

Offered alternate years. *Dia M. L. Philippides*

CL 202 (SA 079) Classical Greek Drama in Translation (F: 3)

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

Of interest to students in the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

Dia M. L. Philippides

CL 219 (FA 311) Greek Art and Archaeology (F: 3)

The art of the Ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek Art embodies the highest artistic ideals of the Western World. This course will present major aspects of Greek Art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the Age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

CL 226 The Augustan Age (S: 3)

This course will investigate the flourishing of Roman culture in its "golden age," that is, in the half-century dominated by the figure of Augustus Caesar. We will deal synthetically with its literature, art, and religion, as well as with its political and social history in an effort to see it whole and so to understand the living context in which the most familiar monuments of Roman classicism were produced. Readings in Virgil, Ovid, and other poets, in the historians Suetonius and Dio Cassius, and in various sources on religion, art, and social life.

Charles Ahern, Jr.

CL 270-271 Advanced Topics in Modern Greek (F: 3-S: 3)

A seminar or independent study during which the student(s) will be introduced to advanced bibliographic methods and with them investigate a topic (or topics) in Modern Greek literature, linguistics, history or culture. The research will usually lead to the production of a paper. This course may be repeated for credit as its content varies each time it is given.

Maria Kakavas

Dia M. L. Philippides

CL 306 Classics Pro-Seminar: Introduction to Classical (Greek) Scholarship (S: 3)

The course will outline basic approaches to the field of Classical (Greek) Studies, including topics from, and bibliography for, the study of ancient Greek literature, textual criticism, linguistics, art, archeology, epigraphy, paleography, philosophy, religion and political science.

Guest lecturers will be invited.

The course should appeal to all undergraduate and graduate students concentrating in Classics as well as those interested in acquiring from the outside an overview of what is old and new in the field.

Dia M. L. Philippides

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

CL 334 Plautus and Terence (S: 3)

Reading and discussion of three Roman comedies from the second century B.C. We shall study both internal questions of comic structure, technique, humor and staging, and external questions of a play's relation to the Roman social world in which it was written and to the Hellenistic literary context of the New Comedy from which Roman comedy developed.

Charles Ahern

CL 348 Catullus (F: 3)

Reading and discussion of selected poems. We shall consider the personal and lyric character of Catullus's poems, but also his interest in the sophistication of Alexandrian literary technique and ideals. We shall try to identify the qualities that prompted Cicero to label Catullus and some of his contemporaries *neoteri* or "new poets."

Charles Ahern

CL 401 Greek Historians (F: 3)

Reading in Greek of selections from Herodotus and Thucydides. The selection will be made according to the needs of the background of the students in the course.

David Gill, S.J.

CL 427 Aeschylus and Sophocles (S: 3)

Reading in the original texts of two of the ancient tragedians.

Dia M. L. Philippides

CL 790-91 Readings and Research (F: 3-S: 3)

The Department

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor Richard J. Arnott, B.S., Massachusetts Institute of Technology; M.A., M.Philosophy, Ph.D., Yale

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Professor Peter Gottschalk, B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Professor Joseph F. Quinn, Chairperson of the Department A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Professor Donald K. Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Donald J. White, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Associate Professor Donald Cox, B.S., Boston College; M.S., Ph.D., Brown University

Associate Professor André Lucien Danière, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Marvin C. Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Richard W. Tresch, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Timothy S. Erickson, B.A., California State University at Fullerton; M.A., Ph.D., University of California at Los Angeles

Assistant Professor E. Scott Mayfield, B.A., Williams College; Ph.D., University of Pennsylvania

Assistant Professor Bruce Mizrach, A.B., Tufts University; Ph.D., University of Pennsylvania

Assistant Professor Robert G. Murphy, B.A., Williams College; Ph.D. Massachusetts Institute of Technology

Assistant Professor Stephen Polasky, B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Program Description

The graduate program in Economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (EC 700, 701), two semesters of Macro Theory (EC 703, 704), two semesters of Mathematics for Economists (EC 711, 712), one semester of Statistics (EC 727), and one semester of Econometrics (EC 728). The first semester of each theory sequence is designed as an intuitive-geometric introduction to theoretical concepts in preparation for the standard mathematical graduate approach, which begins in the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, by passing an examination in the field. Those students who are exempted from some first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (EC 702) and Macro Theory (EC 705) and take courses from a wide range of electives. These include advanced theory, econometric theory, monetary economics, public finance, industrial organization, international trade and finance, economic systems, urban economics, labor, applied econometrics, and applied micro theory. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, less any which may be waived by examination. Students in the doctoral program are expected to achieve a B+ average in their course work to remain in good standing.

The M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include two semesters each of Micro Theory (EC 700–701) and Macro Theory (EC 703–704); one semester of Mathematics for Economists (EC 711); Statistics (EC 727); Econometrics (EC 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work, and pass the comprehensive examination.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Course Offerings

EC 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues. *David Belsley*

EC 701 Microeconomic Theory II (S: 3)

Prerequisite: EC 700 or its equivalent. Comprehensive treatments of theories of consumer behavior and production. *Marvin Kraus*

EC 702 Microeconomic Theory III (F: 3)

Prerequisite: EC 700 and 701 or their equivalent. Maximization subject to inequality constraints, decentralization of economic decision making,

general equilibrium theory and welfare economics *Donald K. Richter*

EC 703 Macroeconomic Theory I (F: 3)

A thorough treatment of the basic Keynesian and classical models. This course considers the determination of output, interest rates and prices by using basic graphical and mathematical approaches. *Joe Peek*

EC 704 Macroeconomic Theory II (S: 3)

Prerequisite: EC 703 or its equivalent. This course presents an in-depth analysis of the components of aggregate demand and financial markets. Particular emphasis is placed on the empirical application of relevant theories. *Robert G. Murphy*

EC 705 Macroeconomic Theory III (F: 3)

Prerequisite: EC 703 and 704 or their equivalent. This course develops a number of different macroeconomic models that share two common features: 1) general equilibrium interaction among markets and 2) intertemporal optimization. These models are then used as building blocks to study the cyclical fluctuations of the macroeconomy and the role, if any, for government policy. The models studied include the Keynesian model in dynamic form, the model of overlapping generations, and the New Classical representative agent model. Emphasis is placed on theoretical development, although relevant empirical work will often be introduced. *Bruce Mizraich*

EC 711 Mathematics for Economists (F: 3)

1) Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem. 2) Elementary economic applications—comparative static analysis, dual approach to economic theory. *Donald K. Richter*

EC 712 Mathematics for Economists II (S: 3)

Prerequisite: EC 711 and 727 or their equivalent. Differentiable Kuhn-Tucker theory; difference equations, introduction to stochastic processes; differential equations; introduction to dynamic optimization. *E. Scott Mayfield*

EC 727 Statistics (F: 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing. *The Department*

EC 728 Econometric Theory and Methods (S: 3)

Prerequisite: EC 711 and 727 or their equivalent. This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given. *Christopher F. Baum*

EC 729 Applied Econometrics (S: 3)

Prerequisites: EC 727–728 or their equivalent. This course presents a set of selected topics in

applied econometrics. These include pooled cross section time series models, limited dependent variable estimation techniques, varying parameter regression models, mixed estimation, and nonlinear statistical models. The emphasis is placed upon practice, with exercises drawn from several large research data sets, utilizing a variety of econometric computer software. The course is of special interest to the student embarking on his dissertation research. *Christopher F. Baum*

EC 806 Topics in Applied Microtheory—General Equilibrium Analysis (S: 3)

Prerequisite: EC 700–702 or their equivalent. The basic goal of this course is to transform traditionally abstract microeconomic models into practical tools for the evaluation of economic policy and performance, in contexts where partial equilibrium analysis is inappropriate. The foundations for constructing and using general equilibrium simulation models are covered. Applications are drawn from a wide variety of fields, including public finance, urban economics, energy economics, industrial organization, and international trade. *Donald K. Richter*

EC 807 Topics in Applied Microtheory

Prerequisite: EC 700–702, 727, and 728 or their equivalent (EC 702 may be taken concurrently).

The intent of the course is to integrate formal economic theory and econometric models. The course focuses on the derivation of applied models. Microeconomics is emphasized. Formal modeling of testable hypotheses is considered in a variety of structural and behavioral settings including monopolistic competition, undifferentiated and differentiated oligopolies, multiple-output production, imperfect factor markets, regulatory constraints, non-profit maximization, short run behavior, and intertemporal choice. *Frank M. Gollop*

EC 808 Topics in Advanced Microeconomic Theory (S: 3)

This course will cover topics in the area of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with a strong interest in applications to current problems in economics. The exact course content will vary from term to term and depend upon the interests of the students and the professor. *The Department*

EC 827 Econometrics I (F: 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context. *Timothy Erickson*

EC 828 Econometrics II (S: 3)

Prerequisite: EC 827. Continuation of material of EC 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations. *David Belsley*

EC 829 Applied Econometrics II (S: 3)

Prerequisite: EC 728 (or equivalent) and EC 704. This course covers major advances in microeconomics and time series analysis. The first part of the course will present developments in estimating models with limited dependent vari-

ables, random and fixed effects models and duration models. The second part will be devoted to representation theory in the time and frequency domains, rational expectations, and learning.

*Peter Gottschalk
Bruce Mizrach*

EC 831 Topics in Econometrics (S: 3)

Introduction to Bayesian inference in econometrics; analyses of model specification uncertainty; analyses of errors-in-variables/proxy variable models.

Timothy Erickson

EC 853 Industrial Organization I (F: 3)

Introduction to modern Industrial Organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory.

Stephen Polasky

EC 854 Industrial Organization II (S: 3)

Economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy; analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies; investigation of the special problems of regulatory reform and deregulation in particular industries.

Frank M. Gollop

EC 861 Monetary Theory I

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

Not offered 1989—90 *E. Scott Mayfield*

EC 862 Monetary Theory II (F: 3)

The emphasis of this course is on how to construct general equilibrium models in which the demand for money arises from utility maximization in explicit physical environments. Environments to be studied include those of overlapping generations, spatial separation, private information, and Clower constraints. These models will be used to discuss the welfare implications of various monetary policies.

The Department

EC 865 Public Sector Economics I (S: 3)

An analysis of public sector issues under first-best assumptions, with primary emphasis on public expenditure theory and policy. Topics include: public goods and externalities, decreasing cost services, social decision procedures, principles of equity in taxation, and fiscal federalism.

Richard W. Tresch

EC 866 Public Sector Economics II

An analysis of public sector issues under second-best assumptions, with primary emphasis on tax theory and policy. Topics include: efficiency implications of taxation, optimal commodity and income taxes, market responses to taxation, tax incidence, pricing in public enterprises and cost-benefit analysis.

Richard Arnott

EC 871 Theory of International Trade

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

Not offered 1989—90 *James E. Anderson*

EC 872 International Finance (S: 3)

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

Robert G. Murphy

EC 885 Analysis of Labor Markets

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis on specification and estimation of empirical models.

Not offered 1989—90 *Peter Gottschalk*

EC 886 Current Topics in Labor Economics (F: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics and intergenerational transfers. Both theoretical and empirical issues are investigated.

Donald Cox

EC 893 Urban Economics (F: 3)

Topics include spatial economics, agglomeration and systems of cities, housing, transportation, and local public finance.

Richard Arnott

EC 896 Economic Planning

Topics include: theory and practice of national economic planning; price-guided methods vs. planning without prices; the issues of centralization and control; and historical development of planning theory and case studies of the actual performance of centrally planned economies from the viewpoint of welfare and efficiency criteria.

Not offered 1989—90 *The Department*

EC 897 Soviet Economic System

Topics include Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Not offered 1989—90 *The Department*

EC 898 Comparative Economic Systems

Topics include: the theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning; the choice of the optimal degree of centralization and problems of informational efficiency; comparative analysis of dynamic and static efficiency of economic systems; and the convergence hypothesis.

Not offered 1989—90 *The Department*

EC 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, etc.) and the privilege of auditing informally (with-

out record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Associate Professor Mary M. Brabeck, B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed. D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Walter M. Haney, B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor Larry Ludlow, B.A., M.A., California State University; Ph.D., University of Chicago

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Alec F. Peck, B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Associate Professor Fred J. Pula, A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Edward B. Smith, A.B., M.A., Loyola University; Ph.D., University of Chicago

Associate Professor Kenneth W. Wegner, B.S., M.Ed., Ed.D., University of Kansas

Assistant Professor Sandra L. Crump, B.A., Northeastern University; M.Ed., Ph.D., Boston College

Assistant Professor Kilburn E. Culley, A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Assistant Professor Maureen E. Kenney, B.A., Brown University; Ph.D., University of Pennsylvania

Assistant Professor Ceasar McDowell, B.S., Pacific University; Ed.M., Ed.D., Harvard University

Assistant Professor Donna Moilanen, B.S., University of Massachusetts; M.A., Assumption; Ph.D., SUNY at Albany

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Program Description

The Department of Education, through its four major divisions of study, offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., and Ph.D. degrees. Graduate programs serve a dual purpose: 1) research—preparing students in a research-based knowledge of education with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology; 2) educational practice—preparing students to apply knowledge in history and philosophy, administration, counseling and educational psychology, curriculum

and special education to practice in both academic and nonacademic settings.

Department Programs and Requirements

Master of Education Degree

The Master of Education is awarded by the Divisions of Counseling; Foundations; Curriculum, Instruction, and Administration; and Special Education. Areas of specialization are detailed within the program descriptions of individual divisions.

ED 500, History of American Education, is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (ED 300–399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees

The M.A.T./M.S.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, and Theology. Programs are described under the Curriculum, Instruction, and Administration section.

These programs may accommodate those students interested in seeking certification for middle school teacher.

Master of Arts Degree

The Master of Arts degree is given in the areas of Counseling, Human Development and Educational Psychology, Early Childhood, Higher Education Administration, Student Development, and Visually Handicapped Studies.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses beyond the Master's and a comprehensive examination may be eligible to receive the C.A.E.S.

Doctor of Philosophy Degree

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his

or her advisor. One year of full-time residence is required. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. One or two minor fields of concentration may be included, at least 9–12 graduate course credits being necessary to constitute a minor. Six credits of Dissertation Direction are required.

Courses found under "Foundations" on the Doctoral Program of Studies Form, list the specific departmental requirements. This form may be obtained in the office of the Associate Dean, Campion 103.

All Doctoral students *must* obtain a copy and be responsible for the contents of the Doctoral Handbook upon matriculation, available also at the office of the Associate Dean. The Handbook contains essential information regarding all procedures to be followed within the doctoral program.

Certification

Many of the programs offered by the Department have been designed to comply with current standards leading to professional certification in the State of Massachusetts. Students should realize, however, that certification is ultimately granted by the State Department of Education, and that the requirements for certification are subject to change by the state. Especially in the cases of out-of-state students, it is the responsibility of the student to ascertain whether certification will be granted by a given state following completion of a particular program.

Division of Counseling Psychology

Mission and Purpose: The Division of Counseling Psychology has as its mission the preparation of Counselors and School Psychologists at the Master's and C.A.E.S. levels, and the preparation of Counseling Psychologists at the Ph.D. level for competent professional functioning in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program is accredited by the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Theoretical concepts are integrated with supervised practice through field placements and varied instructional approaches.

The two-year Master's degree program prepares counselors for entry-level positions in agency and school settings. The thrust in these programs is essentially a pro-active one: working with basically healthy individuals to prevent serious problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities.

The C.A.E.S. program in School Psychology has as its purpose the preparation of certified school psychologists. The program stresses a variety of psycho-educational assessment and intervention strategies for children with special needs.

The doctoral program, through advanced coursework and supervised internships, builds on prior graduate training and professional

experience to achieve the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist, and to help develop a commitment on the part of the student to the ethical and legal standards of the profession including sensitivity to individual, gender and cultural differences.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Master of Arts in Counseling

The Master of Arts degree in Counseling is a two-year program designed for candidates who wish to work in agency or school settings. The first year of the M.A. program is devoted to course work. The second year includes a full-year half-time practicum placement and the completion of remaining academic requirements.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not met the prerequisites will be expected to choose appropriate electives in their Master's program to fulfill these requirements.

Candidates will follow one of the tracks and options listed below. They follow professional standards recommended by the American Association for Counseling and Development, the Interstate Certification Compact, and the National Council for Accreditation of Teacher Education.

The tracks are differentiated in terms of whether the student desires to work with children or with adolescents and adults. The Options provide preparation for working in an agency versus a school setting. The school setting options must be selected at the beginning of coursework, since the curriculum is specifically prescribed for certification by the Massachusetts Department of Education. This program also provides the educational requirements for certification in other states accepting I.C.C. and NCATE standards.

The tracks contain a common core of counseling courses, followed by two semesters of counseling practicum requiring a field placement of 400 clock hours. Practicum usually requires two to three days per week during regular work hours. Students unable to meet this requirement *should not apply to this program*. For the school options, practicum placements must be in a comprehensive school system. There are no waivers or exceptions to the above.

Master of Arts in Counseling Children & Adolescents

Core Requirements

ED 440 Principles and Techniques of Counseling

ED 443 Counseling and Group Process with Children
ED 444 Comparative Personality Theories
ED 445 Clinical Child Psychology
ED 448 Career Development
ED 460 Interpretation and Evaluation of Educational Research
ED 464 Intellectual Assessment
ED 641 Behavior Disorders in Childhood and Adolescence

Agency Option:

ED 642 Introduction to Play Therapy
ED 648 Practicum in Counseling Children I
ED 748 Practicum In Counseling Children II

Plus one elective

School Option:

ED 643 Practicum in School Counseling N-9 (fall and spring semesters)

Plus two electives

Master of Arts in Counseling Adolescents and Adults

Core Requirements:

ED 440 Principles and Techniques of Counseling
ED 444 Comparative Personality Theories
ED 446 Counseling Theory and Process
ED 448 Career Development
ED 460 Interpretation and Evaluation of Educational Research
ED 465 Group Psychological Tests

Agency Option:

ED 549 Psychopathology
ED 646 Practicum in Counseling Adolescents and Adults I
ED 746 Practicum in Counseling Adolescents and Adults II

Plus three electives, which may be chosen from the areas of statistics; history of psychology; and the biological, cognitive, affective, and social bases of behavior.

School Option:

ED 544 Issues in Adolescent Psychopathology
ED 644 Practicum in School Counseling 5-12 (fall and spring semesters)

Plus three electives

Certificate of Advanced Educational Specialization in School Psychology

Boston College offers a school psychology program leading to the M.Ed. and C.A.E.S. degrees. The program is designed to satisfy certification requirements for School Psychologists of the Massachusetts Department of Education and standards recommended by the National Association of School Psychologists. Students are advised that certification requirements, because they are set by the state, are subject to change. Upon successful completion of the first 36 hours of graduate credit the student may receive an M.Ed. degree. However, the M.Ed. does not satisfy State or University certification requirements for School Psychologists. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 graduate credit hours).

Four semesters of practicum/internship are

required for school psychology certification. Each semester of practicum/internship must represent a minimum of 200 clock hours in placement (two full days per week). Three semesters must be in a K-12 school system, the remaining one may be in a school, clinic or hospital where children with learning or emotional problems between the ages of 3-21 are served.

The 66 hours of the program must be in the following areas.

1. Educational Foundations	12 hours
2. Psychological Foundations	15 hours
3. Assessment, Prescriptive and Intervention Strategies	27 hours
4. Supervised Field Experience	12 hours

Doctoral Program in Counseling Psychology (APA accredited)

Doctoral applicants are required to have a Master's degree in Counseling Psychology or a closely related field, with a completed core program commensurate to our Master's counseling sequence including a minimum of 400 clock hours of counseling practicum. In addition, the preferred doctoral applicant in most cases has two to three years of successful post-master's degree professional field experience. The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides the professional pre-doctoral educational requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. However, licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience. The deadline for completed applications for Fall admission in Counseling Psychology is February 1 of that year. Admission decisions are made by April 15.

Admission to the doctoral program presumes the completion of requirements for the M.A. degree in Counseling. The entering doctoral student who has not completed all of the requirements for the M.A. in Counseling, listed under the headings above, must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's coursework will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas which fulfill the basic professional training standards:

Scientific and Professional Ethics and Standards
Research Design and Methodology
Statistical Methods
Psychological Measurement
History and Systems of Psychology
Biological Bases of Behavior
Cognitive-Affective Bases of Behavior
Social Bases of Behavior
Individual Differences
Professional Specialization
Practicum and Internship

Departmental requirements for the Ph.D. also include passing computer-related competencies and doctoral comprehensive examina-

tions at the end of coursework, and the successful defense of a dissertation.

Division of Educational Foundations

Developmental and Educational Psychology

Three degrees are offered: a Master's program leading to an M.A. or M.Ed. degree in Developmental and Educational Psychology, with options in human development and educational psychology (M.A.), early childhood specialist (M.A.), and early childhood teacher (M.Ed.); a C.A.E.S. in any of these options; and the Ph.D. in Developmental and Educational Psychology.

Master's Program in Developmental and Educational Psychology

Students in all Masters options must take ED 414 Learning, Learning Theory, and Development and ED 416 Child Psychology as their core within the Program.

1. Human Development and Educational Psychology Option

Coordinator: Kirk Kilpatrick

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives. This includes the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life-span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the population they serve. This option does not lead to a specific licensure or certification. Those possessing a degree in this option should be able to find positions in a number of developmentally oriented settings, e.g. residential care centers, prisons and corrections centers, children's museums and parks, adult and industrial educational facilities, governmental offices, and hospitals. They also are prepared to serve as educational instructors and/or consultants in these settings.

Required Courses:

- ED 315 The Psychology of Adolescence
- ED 414 Learning, Learning Theory, and Development
- ED 416 Child Psychology
- ED 417 Adult Psychology
- ED 460 Interpretation and Evaluation of Educational Research

and one of the following:

- ED 317 Gerontology
- ED 402 Modern Educational Thought
- ED 412 Abnormal Psychology

or

- ED 611 Development and Learning in Infants and Preschoolers

There are only 6 required courses (18 credits) for this option. The remaining 4 courses (12 credits) are electives and may be chosen from Education, Management, Counseling Psychology, Psychology, Social Work or Philosophy. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design their programs.

2. Early Childhood Specialist Option

Coordinator: Beth Casey

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields which involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues in general as well as a specific concentration on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 430, 520, or 521). A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multi-discipline teams in research, government and hospital settings. The Early Childhood Program sponsors a demonstration Piagetian-based preschool which is available to students for field experiences. This program does not lead to certification. Those interested in certification should choose the Early Childhood Teacher option.

Required Courses:

- ED 310 Family, School and Community Relations
- ED 413 Early Childhood Models and Issues
- ED 414 Learning, Learning Theory, and Development
- ED 416 Child Psychology
- ED 460 Interpretation and Evaluation of Educational Research
- ED 611 Development and Learning in Infants and Preschoolers

Students may select at least four of the following electives:

- ED 316 Seminar and Methods in Early Education
- ED 389 Assessment of Children with Low Incidence Handicaps
- ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods
- ED 494 Language Acquisition
- ED 520 Elementary and Early Childhood Mathematics Methods
- ED 567 Assessment of Preschool Children
- ED 642 Introduction to Play Therapy
- ED 661 Seminar on Infant Assessment

3. The Early Childhood Teacher Option (Certification): (Kindergarten to Grade 3)

Coordinator: Beth Casey

The Early Childhood Teacher option is appropriate for those students without elementary school certification who wish to be prepared to teach normal and mildly handicapped children in regular settings, kindergarten through third grade. Students who wish to be prepared for teaching children in first through sixth grade should select the elementary education program.

All students are required to complete a total of 38 credits. These courses include foundation courses (ED 414, ED 416, ED 611), a special education course dealing with children with special needs (ED 485), methods courses (ED 316, ED 413, ED 430, ED 520, ED 521.), two field-based prepractica (ED 429), 6 credits of student teaching (ED 419), and a course on

family-school relations (ED 310). Below are listed the titles of these required courses:

- ED 310 Family, School, and Community Relations
- ED 316 Seminar and Methods in Early Education
- ED 413 Early Childhood Models and Issues
- ED 414 Learning, Learning Theory, and Development
- ED 416 Child Psychology
- ED 419 Student Teaching—Early Childhood (6 credits)
- ED 429* Graduate Field Lab (2 credits)
- ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods
- ED 485 Individuals with Learning and Behavior Problems
- ED 520 Elementary and Early Childhood Mathematics Methods
- ED 521 Developmental Reading Instruction
- ED 611 Development and Learning in Infants and Preschoolers

*Note: For the practica, students may take their field placement at the preschool through third grade levels. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

Ph.D Program in Developmental and Educational Psychology

Coordinator: John Dacey

The Developmental and Educational Psychology Program covers the field of developmental psychology from infancy through gerontology, specializing in the years of early childhood through adulthood. The faculty have particular expertise in four major areas of psychology: 1) early childhood with a focus on the development of social competency and critical thinking skills, 2) cognitive psychology, with a focus on creativity and individual differences patterns of thinking, 3) affective and moral development with a focus on self-control, ethical decision-making, character formation and moral education, and 4) socialization with a focus on social cognition and social relationships including peers and parent-child. The range of careers available to Developmental and Educational Psychology graduates with a Ph.D includes careers in university teaching, research, consultation to business and school systems, positions in personnel, adult education, organizational development, government leadership, and work in hospitals and correctional institutions.

Requirements: Students in the Ph.D program take 8 courses within their field including: ED 414 Learning, Learning Theory, and Development, and ED 416 Child Psychology, and at least one of the following: ED 611 Development and Learning in Infant and Preschoolers, ED 417 Adult Psychology, ED 315 Psychology of Adolescence, or ED 317 Gerontology.

Electives within the Program may replace these courses if course equivalents have been taken previously at the Master's level. Students are encouraged to take ED 910 Independent Projects and Research and ED 986 Dissertation Research Seminar as electives. In addition, students select five doctoral seminars including: One of the following three seminars:

- ED 514 Seminar in Moral Education
- ED 740 Seminar in the Psychology of Women

ED 813 Seminar in the Psychology of Parenthood and the Family

Three of the following five seminars:

ED 611 Development and Learning in Infants and Preschoolers

ED 811 Seminar in Effects of Early Experience

ED 814 Seminar in the Psychology of Adulthood

ED 817 Seminar in Adolescent Psychology

ED 916 Seminar in Theories of Child Development

One of the following two seminars:

ED 911 Seminar in Cognitive Processes

ED 913 Seminar in Theories of Motivation

Five courses in the research sequence

Three elective courses in a minor

Early Childhood Ph.D Option

A specialization in Early Childhood is also possible at the Ph.D level. For this program students plan out their program of studies with their advisor, including four doctoral seminars with a focus on early childhood and parenting.

Educational Research, Measurement and Evaluation

Coordinator: *Peter W. Airasian*

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in testing, the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Core requirements:

ED 460 Interpretation and Evaluation of Educational Research

ED 468 Statistics I

ED 469 Intermediate Statistics

At least three of the following should be taken:

ED 462 Construction of Achievement Tests

ED 466 Models of Curriculum and Program Evaluation

ED 467 Practical Aspects of Curriculum and Program Evaluation

ED 560 Issues in Testing

ED 561 Evaluation and Public Policy

ED 565 Quantitative Data Collection Procedures

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

Ph.D. Program

This program prepares researchers with specialized competence in testing, the evaluation of educational innovations and in basic quantitative social science research methodology. A

minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor in Educational Psychology; Special Education; Computer Science and Management; Educational Administration; or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

ED 664 Design of Experiments

ED 667 Introduction to Multivariate Statistical Analysis

ED 668 Topics in Multivariate Statistical Analysis

ED 669 Psychometric Theory

ED 829 Design of Research

ED 851 Qualitative Research Methodologies

ED 860 Survey Methods in Social and Educational Research

ED 861 Construction of Attitude and Opinion Questionnaires

ED 960 Seminar in Educational Research, Testing, and Measurement

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

Educational Technology Program

Coordinator: *Walter M. Haney*

The Educational Technology Program aims at providing students with the skills and knowledge which will allow them to lead in the application of new and increasingly powerful technologies in schools and in other educational settings. The goal of the Program is to provide advanced education for teachers, educational administrators and others who wish to work in the development, application and administration of computers and other technologies for the improvement of education.

The Program offers an M.Ed. through a 36 semester-hour course of study. Students may also study educational technology on a special student, non-degree basis. Full-time students can complete the M.Ed. course of study in one full year of study, that is, one academic year and one summer, though many students pursue a degree in the Educational Technology Program part-time, over a more extended period of study.

Students in the Program are introduced to a

wide range of educational technologies, and to the educational applications of computers in particular. They learn about educational television and projection/audio equipment and their fruitful application—as well as their limitations. They study different educational applications of computers and the design and evaluations of instructional materials. They also have the opportunity to specialize in areas such as technology for the handicapped, management uses of computers, or computer authoring languages. As a normal part of the program, students undertake a practicum in which they work part-time for one semester on an educational computing or other technologically-oriented project in a school or high-tech firm in the Boston area.

In the Ed Tech Program, students have access to a wide range of technological resources at the University—including three microcomputer laboratories, large computers such as Digital Equipment Corporation VAX machines, and extensive audio/visual equipment. In addition Boston College has an agreement with a major computer manufacturer which provides B.C. students with special discounts in purchasing a new model microcomputer for their personal use.

The Ed Tech Program encompasses both core and elective courses. For the M.Ed. degree, students take eight of the following twelve core courses:

ED 368 Introduction to LOGO for Educators

ED 372 Introduction to Pascal

ED 424 Media and Educational Technology

ED 460 Interpretation and Evaluation of Educational Research

ED 480 Technology for the Handicapped

ED 550 Management Uses of Computers in Education

ED 569 Expectations and Evidence for Educational Technology

ED 628 Computer Applications for Educators

ED 666 Courseware Authoring

ED 724 Practicum in Educational Technology

In addition, students may take a variety of other courses, including:

ED 414 Learning, Learning Theory, and Development

ED 421 Theories of Instruction

ED 563 Computer Programming Using FORTRAN

ED 625 Managing Emerging Technologies

ED 720 Curriculum Theory

Other electives students in the Ed Tech Program may choose are courses in special curriculum areas, educational research, and statistics. Students may also take courses in the Department of Computer Science and the School of Management. Students may, with the approval of the Program Coordinator, select optional elective courses in lieu of core courses if they can demonstrate competence in content areas of core courses.

Division of Curriculum, Instruction and Administration

Mission and Purpose: The Division of Curriculum, Instruction and Administration has responsibility for all programs in curriculum, instruction, administration and supervision within the Department of Education.

The mission of the Division is to prepare outstanding educational leaders for instructional and administrative roles in public and private schools, colleges, universities and related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values and social responsibilities required of competent educators.

The Division of Curriculum, Instruction and Administration offers three different levels of graduate degrees: Master's degrees (M.Ed., M.A.T., M.S.T., and M.A.); Certificates of Advanced Educational Specialization (C.A.E.S.); and Doctoral degrees (Ph.D.). Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Areas of Concentration

The programs and courses address two broad areas of educational endeavor: 1) elementary and secondary schooling, and 2) higher education.

1. Elementary and Secondary Schooling:

This area is designed for individuals interested in the education of children and adolescents in public and private elementary and secondary schools. Boston College has earned a high reputation for preparing outstanding teachers and school administrators in the theoretical and practical aspects of their fields. The Catholic School Leadership Program offers a special program for administrators who desire to further their spiritual and professional growth.

2. Higher Education:

Here students prepare for positions in colleges or universities, junior or community colleges, technical institutes, and other post-secondary educational institutions. Future teachers and administrators in higher education choose this program as an opportunity to conduct research and to practice the skills necessary for expertise at that level.

Certification

Boston College offers certification programs at the Master's, C.A.E.S. and Doctoral levels. Students may enroll in courses leading to application for certification as a degree candidate or as a special student not enrolled in a degree program. In any case, students seeking certification should plan carefully in consultation with the specific program advisor to be sure that the appropriate courses are taken, since degree requirements and certification requirements may differ. Our programs are approved by both ICC and NCATE.

Following is a list of certification areas and the faculty advisor for each.

Elementary Education	John F. Savage
Secondary School Education	Kilburn E. Culley
Consulting Teacher of Reading	John F. Savage
Supervisor/Director	Raymond Martin
School Principal	Raymond Martin

School Business Administrator	Vincent Nuccio
Superintendent/Asst. Supt.	Vincent Nuccio

Degree Programs

Master's Degree Programs

The division offers three different Master's degrees: M.Ed., M.A.T./M.S.T., and M.A. The Master of Education degree (M.Ed.) is offered with six areas of specialization: curriculum and instruction, elementary teaching, secondary teaching, school administration and supervision, reading instruction, and catholic school leadership. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) degrees are offered with specialities in secondary teaching. The Master of Arts degree (M.A.) is offered in the areas of higher education administration and student development. Following is a description of each degree program; further information can be acquired by contacting the program advisors. Special programs are offered for practicing teachers and administrators. These programs meet at times convenient to those persons who hold full time jobs; further information can be acquired by contacting the program advisors.

Master of Education Degree

Students studying for the Master of Education degree may specialize in six different areas.

1. Curriculum and Instruction Specialization

Program Advisor: *George Ladd*

This Master's Degree program consists of ten courses. The courses selected are those which the candidate and his or her advisor believe best fit the candidate's career needs. There is great flexibility in planning individual programs. Programs often combine two or more career interests of a candidate. For example, a candidate might combine an interest in reading instruction and computer education, mathematics education and curriculum theory, or science education and educational administration. In an age when computer education is making significant breakthroughs, this degree provides an excellent way of combining advanced study in one academic area with initial study in the instructional uses of computer technology. These degree programs do not lead to certification. They are designed for educators who see the value of an individually planned graduate program with an emphasis on curriculum and instruction. Within the context of individually planned programs, the following specializations are some of those that are offered, along with advisors for respective programs:

Elementary Teaching Specialization:	John F. Savage
Secondary School Specialization:	Kilburn E. Culley
Science Education Specialization:	George Ladd
Mathematics Education Specialization:	Michael Schiro

2. Elementary Teaching Specialization

Program Advisor: *John F. Savage*

This 37-hour Master's degree program in Elementary Education leads to certification as an elementary teacher (Massachusetts certification, level 2, grades 1-6).

Students are advised that certification requirements are set by the state and are subject to change. Prerequisite for this program is a college degree with a minor in one of the following areas: English, social science, science, mathematics, the arts, or communication. The course of study for students normally includes:

ED 321	Language and the Language Arts
ED 414	Learning, Learning Theory and Development
ED 416	Child Psychology
ED 420	Practicum
ED 426	Music, Art and Movement
ED 429	Graduate Field Lab
ED 430	Exploring Science and Social Studies: Early Childhood and Elementary Methods
ED 520	Elementary Mathematics Methods
ED 521	Developmental Reading
ED 580	Teaching of the Special Needs Child in the Regular Classroom

Elective courses are chosen with the approval of the Program Advisor. In the Graduate Field Lab, students spend one day a week working in an elementary classroom, under the joint supervision of a cooperating practitioner and a college supervisor. Substantially field-based courses related to this component are normally taken during the fall semester.

The practicum (12 weeks of full-time teaching in the elementary classroom) is normally completed during the spring semester.

Special Education majors seeking elementary certification must make application and obtain approval for the elementary certification program from the Program Coordinator.

3. Secondary Teaching Specialization

Program Advisor: *Kilburn E. Culley*

The M.Ed. program in secondary education may be pursued for certification or for advanced professional study. The certification program includes a practicum (student teaching for a full semester), as well as all necessary pre-practicum preparation and at least two elective courses. The advanced program consists of ten courses and a comprehensive examination. Courses in the advanced program are selected by the student and submitted for approval to the program advisor.

4. School Administration and Supervision Specialization

Program Advisor: *Raymond Martin*

This specialization consists of a minimum of thirty (30) graduate credit hours which include seven required courses in Educational Administration and Supervision and three electives.

The seven courses are chosen, in consultation with one's academic advisor, from the following:

ED 450	Introduction to Educational Administration
ED 451	Personnel Administration
ED 452	School Finance
ED 453	The Elementary School Principalship

- ED 454 The Junior High and Middle School Principalship
- ED 455 The Secondary School Principalship
- ED 456 Legal Aspects of Educational Administration
- ED 458 Education and the Political Process
- ED 459 Clinical Supervision
- ED 523 Administrative Supervision
- ED 578 Curriculum Theory

The three elective courses are usually chosen from departmental offerings. If a student is seeking certification in one of the four approved school administrative areas, a Practicum in Educational Administration and Supervision (ED 750) may be taken as an elective course.

5. Reading Education Specialization

Program Advisor: John F. Savage

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and develop competencies necessary to function as reading specialists. The Program is designed to enable candidates to meet Massachusetts certification standards for Consulting Teachers of Reading. The Program is also approved by the Interstate Certification Compact and NCATE, and it conforms to the guidelines of the International Reading Association. Students are advised that certification requirements are set by the state and are subject to change.

The 31 credit-hour course of study normally includes:

- ED 321 Language and the Language Arts
 - ED 323 Reading Instruction in the Middle and Secondary School
 - ED 416 Child Psychology
 - ED 429 Graduate Field Lab
 - ED 521 Developmental Reading Instruction
 - ED 523 Administrative Supervision
 - ED 579 Educational Assessment of Learning Problems
 - ED 721 Remedial Reading Techniques
 - ED 725 Reading Practicum
- or
- ED 726 Reading Internship

Admission requires certification as a classroom teacher and a minimum of one year teaching experience in a position covered by that certificate.

6. Catholic School Leadership Specialization

Program Advisor: Clare Fitzgerald, S.S.N.D.

The Catholic School Leadership Program has been designed in response to an expressed need to assist Catholic school teachers and administrators in their unique role of bringing new vision to Catholic schools. The specialization focus is on futuristic planning grounded in the practical aspects of administration and enlivened by the hope of the Christian message. Courses in the CSLP are offered during a five-week summer semester (1 two-week session and 1 three-week session). Also offered are 2 or 3 academic year courses in the fall and spring semesters.

Practicing or prospective administrators and interested teachers, lay or religious, may obtain a Master's Degree in Education (30 credits) or a Certificate of Advanced Educational Study (30 credits beyond the Master's Degree). This

program does not lead to state certification. Students may study part-time or full-time and complete the degree or certificate in a minimum of three summers. The program is tailored to meet the individual needs of the student. The program permits one to pursue advanced, in-depth study in the field of education while integrating it with such interests as psychology, business management, theology, and educational technology.

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the School of Management may be taken with the approval of the advisor.

For specific information regarding requirements for the M.Ed. and C.A.E.S programs, please contact the Program Advisor.

Master of Arts in Teaching and Master of Science in Teaching Degree

Secondary Teaching Specialization

Program Advisor: Kilburn E. Culley

Programs have been designed for prospective secondary school teachers leading to the Master of Arts in Teaching or Master of Science in Teaching degrees. These are interdisciplinary programs offered by the School of Education in conjunction with the Arts and Sciences departments. These programs are designed for liberal arts graduates who wish to obtain certification. Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, and Theology.

These programs combine graduate study with supervised field work, leading to certification. Requirements for the program are 15 graduate credits in the teaching subject and up to 24 credits, depending on previous experience, in education, plus comprehensive exams in each area. Generally, the education courses are:

- ED 300— Secondary Subject Methods 304
 - ED 311 Secondary Curriculum and Instruction
 - ED 315 Psychology of Adolescence
 - ED 323 Reading Instruction in the Middle and Secondary School
 - ED 428 Student Teaching
- or
- ED 422 Secondary Internship
 - ED 429 Graduate Field Lab (2)
 - ED 462 Construction of Achievement Tests
 - ED 472 Secondary School Lab and Seminar

Approval of each student's program by the Program Advisor is required during the first semester. Candidates may begin study in the summer, in September, or in January, on either a full- or part-time basis.

In response to the growing need for qualified mathematics and computer science teachers at the secondary school level, the Mathematics Department and the School of Education have designed a sequence of courses which leads to the M.S.T. degree and certification. The sequence is designed for those candidates who have an aptitude for mathematics but lack an undergraduate major in this field. The sequence of courses consists of 36 credits in mathematics and 24 credits in education.

The time required to complete the program will be determined by the candidate's quantitative training and experience in an educational setting. Applicants are encouraged to contact the secondary program advisor for more information.

Master of Arts Degree

Higher Education Specializations: Administration and Student Development

Program Advisors: Mary Griffin and Mary Kinnane

A minimum of 30 semester hours of course work is required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study.

The purpose of the M.A. program is to provide preparation in Higher Education for middle managers to be employed in the offices of college and university administrators as follows: the president, vice-president, and deans of academic and student affairs and in public administration situations; the registrar, admissions, and financial aid; student development and residence life development, alumni, and public relations. The curriculum is designed to give the student professional preparation for positions in community and junior colleges, universities, technical institutes and other post-secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning, their values and goals.
2. To understand the organization, structure and function of institutions of higher education and public institutions.
3. To prepare students for a specific area in college, university and public administration.
4. To provide an understanding of student development and the application of theory to student life.
5. To provide practical experience in an institution of higher learning or public office associated with higher education.

Required Courses:

- ED 460 Interpretation and Evaluation of Educational Research
- ED 770 History and Theory of Higher Education
- ED 771 Organization and Administration of Higher Education I
- ED 772 Student Personnel/ Student Development Programs in Higher Education
- ED 778 Theories in Student Personnel—Student Development

ED 975, Internship in Higher Education, is required for students who have had no experience in institutions of higher learning. Candidates see Dr. Mary Kinnane for placements.

Electives are to be chosen from related areas, by advisement. Programs will be arranged on an individual basis by the program advisor. Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Certificate of Advanced Educational Specialization in Curriculum, Instruction and Administration

The C.A.E.S. is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree, but seek a higher degree of specialization or professional certification in an administrative field.

Following are the general areas of specialization and their respective advisors:

School Administration and Supervision
Advisor: *Raymond Martin*
Curriculum and Instruction
Advisor: *George Ladd*
Catholic School Leadership
Advisor: *Clare Fitzgerald, S.S.N.D.*

Doctoral Program in Curriculum, Instruction and Administration

The Doctoral Program in Curriculum, Instruction and Administration is designed for people seeking leadership roles within a variety of educational settings, such as schools, higher education, or other social organizations. The program offers candidates flexibility in selection of courses while providing them with the opportunity to develop strong leadership skills.

The program offers two major areas of specialization: administration and curriculum/instruction. Within the area of administration, subspecialties are offered in the areas of school administration and higher education administration. Special programs for practicing teachers and administrators who have full time job commitments are occasionally offered, as well as the program described herein. For information about special programs, such as the Professional School Administration Program (PSAP), contact the admissions advisors.

The programs contain four components: a core of basic required courses, an area of specialization, a practicum or internship, and a dissertation. Requirements for each component are described below.

Core

The core covers three areas: Schooling, Human Resources Management, and Research/Evaluation. Because programs of study are individually planned according to each candidate's background and goals, specific courses within these areas differ from program to program. Courses are selected in consultation with advisors. (See the catalog course descriptions.)

The purpose of the *Schooling Core* is to assist doctoral students in learning how to articulate and effectively act upon curriculum and instruction issues, evaluate curriculum and instruction practices, implement planned organizational and instructional change, obtain financial and organizational support, and help others develop innovative ideas, practices and materials. Candidates take four courses in the Schooling Core: one in *Curriculum Theory* (ED 720 or ED 578); one in *Theories of Instruction* (ED 421); one in *Educational Change* (ED 819 or ED 729); and one in *Program Evaluation* (ED 466, 467 or 561).

The purpose of the *Human Resources Management Core* is to help students understand and manage human behavior. This includes enabling students to obtain an understanding of administrative and supervisory roles, the ability to work with students in all aspects of

student affairs, skills in supervising personnel, and an understanding of the legal, ethical and political ramifications of both organizational behavior and one's own behavior within an organization. In Human Resources Management, candidates take a total of four courses, *one in each of the following areas*: *Administration* (ED 450, 755, 771, or 871); *Personnel/Supervision* (ED 451, 459, 523, or 953); *Policy/Law/Ethics/or Politics* (ED 456, 458, 878 or 956); and *Human Development/Student Affairs* (ED 440, ED 653, ED 772, ED 778, ED 872, or a psychology course). Specific course selection depends on each candidate's professional background and needs.

The purpose of the *Research Core* is to provide candidates with the basic research skills needed to write a dissertation. In the area of *Research Skills* (statistical, historical, qualitative), the departmental requirements must be fulfilled. This includes Statistics I and II (ED 468 and 469), one course in Research Design (ED 829), and two courses in dissertation preparation (Dissertation Seminar and Dissertation Research).

Specializations

Candidates will be expected to develop an expertise in the area in which they intend to assume leadership responsibility. Acquisition of this expertise shall include at least six additional courses in the area of specialization. Specifics of the area of specialization will be arranged between the candidate and his or her advisor, depending upon the candidate's performance, background and career goals. The three broad areas of specialization which are offered by the Division are described below.

School Administration

Admissions Advisor: *Vincent Nuccio*

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervision/Director, Principalship (N-6, 5-9, 9-12), Superintendency and School Business Manager. Specializations also prepare students to work in administration and supervision positions in related areas such as business, government, social agencies and other educational agencies.

Higher Education Administration

Admissions Advisor: *Mary Griffin*

This specialty is for people who are currently in, or who plan to assume administrative or student affairs positions in institutions of higher learning. This program includes the development of a sound theoretical and conceptual basis for understanding the governance of colleges and universities. This is succeeded by analysis of practical problems, leading to the studies in policy development and implementation. Preparation for a wide range of administrative positions is offered, including middle management positions within the offices of: student personnel/student development, president, vice president, and deans of academic and student affairs and in public administration; registrar, admissions, and financial aid; student development and residence life development, alumni and public relations.

Curriculum and Instructional Leadership

Admissions Advisor: *Michael Schiro*

This specialty is for people who are currently in, or who plan to assume, instructional leadership roles in schools, school systems, colleges, universities, or other related instructional environments. Courses and related program experiences are planned to develop competencies necessary in the design, implementation, and evaluation of curriculum. There is a complementary emphasis on designing strategies for effective instruction. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction, such as reading, mathematics, computers and technology, and science, or combinations thereof. Students who desire to teach at the college or post-secondary levels can pursue specialties such as college teaching and curriculum development; teacher education in a subject matter area; and teacher development and supervision. Students who are interested in working in schools or school systems can pursue programs that involve developing expertise in several areas of instruction such as reading, mathematics, computers and technology, and science, or combinations thereof.

Practicum/Internship

The Practicum/Internship is designed for those students who need on-site educational experiences in an area directly related to their specialization. Candidates expecting to receive certification or to enter a job different from the one they have been currently performing should complete a practicum/internship. The practicum/internship will involve working in a leadership role in an educational setting similar to the one the candidate wishes to enter in the future. With approval, candidates who have been or who are currently employed in a job they want to continue can complete the internship within that setting. All candidates (especially those seeking certification) must plan carefully with their advisors to insure that the necessary prerequisites leading to the practicum are completed.

Dissertation

Candidates will be expected to write a dissertation which may be either empirical or non-empirical in nature.

Division of Special Education and Rehabilitation

Mission and Purpose: The mission and purpose of the Division of Special Education and Rehabilitation is the preparation of outstanding professionals at the graduate and advanced graduate levels to work with or on behalf of handicapped populations in educational, rehabilitative and residential settings in public and private facilities; and the initiation of basic and applied research to add to the knowledge base within specific disciplines. Programs are designed to offer students sound theoretical and conceptual bases for the variety of interventions and services needed to educate or rehabilitate individuals with handicaps.

Since Boston College is committed to the service of the larger community beyond the University, the Division maintains a close working relationship with numerous schools and

agencies in the Greater Boston area. Notable among the affiliations are the Developmental Evaluation Clinic at Children's Hospital Medical Center, Perkins School for the Blind, Gaebler School of the Metropolitan State Hospital, South Shore Collaborative, Franciscan Children's Hospital and the Carroll Center for the Blind. The Division operates the Boston College Campus School for Multihandicapped Children as a response to the need for appropriate services for severely handicapped children and young adults and as a laboratory school for programs preparing teachers for this population.

Details of the available graduate programs in the Division are provided in the descriptions which follow. Many of the programs are designed to meet current state requirements for teacher certification. These requirements are subject to change by the state. Applications for these programs are accepted throughout the year.

Moderate Special Needs (Learning Disabilities, Mild Retardation and Behavior Disorders)

Coordinator: *Jean Mooney*

This program prepares specialists who will provide direct services to children within resource rooms or substantially separate classes in public or private schools. The population served by these specialists is classified in some states as learning disabled, mildly retarded or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Students select an Elementary or a Secondary focus. Financial Aid is available in the form of paid pre-practicum and practicum experiences in local school systems as well as various programs administered through the Financial Aid Office. Entry into the program may be at one of three levels:

Level I: Students with no previous background in education select a sequence of courses leading to certification in Elementary Education prior to coursework in Special Education (48-54 credits).

Level II: Students already certified in Elementary or Secondary Education complete the requirements (30 to 36 credits.)

Level III: Students already certified in Elementary or Secondary and Moderate Special Needs complete a program planned according to the student's past experiences and career goals (30 credits).

In any of the above Levels, adjustments in requirements can be made for prior coursework through a test-out and waiver process. Students employed in an appropriate Moderate Special Needs program in a public or a private school may, with the approval of the Director of Field Experiences and the Massachusetts Bureau of Teacher Certification, complete the internship requirements within their work setting. The Moderate Special Needs program offers the M.Ed. degree and the Certificate of Advanced Educational Specialization.

Requirements for the Elementary Focus (Grades N-9):

ED 460 Interpretation & Evaluation of Educational Research

ED 485 Individuals with Learning & Behavior Problems
ED 495 Human Development and Handicapping Conditions
ED 579 Educational Assessment of Learning Problems
ED 587 Remedial Strategies
ED 589 Behavior Management Strategies
ED 593 Introduction to Speech & Language Disorders
ED 680 Evaluation & Guidance of Exceptional Children
ED 721 Remedial Reading Techniques
ED 781 Student Teaching: Moderate Special Needs

or

ED 696 Handicapped Internship

Requirements for the Secondary Focus (Grades 5-12):

Prerequisite courses in Adolescent Psychology and Reading Methods must be completed prior to entry.

ED 323 Reading Instruction in the Middle and Secondary Schools
ED 460 Interpretation and Evaluation of Educational Research
ED 485 Individuals with Learning and Behavior Problems
ED 495 Human Development and Handicapping Conditions
ED 579 Educational Assessment of Learning Problems
ED 587 Remedial Strategies
ED 589 Behavior Management Strategies
ED 593 Introduction to Speech and Language Disorders
ED 680 Evaluation and Guidance of Exceptional Children
ED 781 Student Teaching: Moderate Special Needs

or

ED 696 Handicapped Internship
ED 882 Vocational Assessment Strategies for Adolescents and Adults

Specialty Areas in Moderate Special Needs

Students may elect to add a specific emphasis beyond the core requirements for the Moderate Program. The following options are available:

1. Generic Consulting Teacher

This option can lead to the Massachusetts certificate of Generic Consulting Teacher for students with two years of teaching experience in an area of *regular education*. Requirements include all of the Moderate Program with the addition of ED 696 Handicapped Internship or ED 781 Student Teaching: Moderate Special Needs.

Adjustments are made in requirements through a test-out and waiver procedure.

2. Behavior Disorders

ED 440 Principles and Techniques of Counseling
ED 445 Clinical Child Psychology
ED 475 Advanced Behavior Management
ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students

ED 641 Behavioral Disorders in Childhood and Adolescence
ED 696 Handicapped Internship

3. Transition/Vocational Specialization

The Transition/Vocational Specialization provides secondary special educators with theoretical models in the transition process, foundations in cooperative planning and transition strategies, practical skills in vocational assessment and curriculum design, and a comprehensive understanding of issues and practices in managing employment, residential and ancillary support programs for adolescents and young adults with special needs. The course sequence can be completed as part of the Moderate, Severe, or Vision programs. The required courses are:

ED 399 Career/Vocational Strategies and Curriculum Design
ED 606 Issues in Transition, Employment and Rehabilitation
ED 882 Vocational Assessment Strategies for Adolescents and Adults
ED 981 Internship

Severe Special Needs Program

Coordinator: *James Cremins*

The Severe Special Needs Program at Boston College is a graduate level program which leads to a Master's degree in Special Education and prepares students to work with the broad range of severely handicapped individuals from pre-school through older adolescence.

Both formal coursework and multiple field-experiences are included in the program. Students may participate on a full- or part-time basis. Students employed in appropriate Severe Special Needs programs may complete the practicum requirements within the work setting.

The following courses are required. Adjustments can be made for prior course work and experience through a test-out and waiver process.

ED 374 Management of the Behavior of Students with Severe Special Needs
ED 384 Severe/Multihandicapped Techniques I
ED 389 Assessment of Children with Low Incidence Handicaps
ED 398 Working with Families and Human Service Agencies
ED 399 Career/Vocational Strategies and Curriculum Design
ED 460 Interpretation and Evaluation of Educational Research
ED 475 Advanced Behavior Management
ED 490 Severe/Multihandicapped Techniques II
ED 495 Human Development and Handicapping Conditions
ED 593 Introduction to Speech and Language Disorders
ED 686 Communication Disorders for the Handicapped Child
ED 782 Student Teaching: Severe Special Needs

Students who have no previous coursework in education will be required to take a prerequisite course in Human Growth and Development as well as a course in teaching basic curriculum.

Specialty in Multihandicapped and Deaf/Blind

Coordinator: *Barbara McLetchie*

Boston College has a long history of preparing specialists to work with multihandicapped and deaf/blind infants, children, and youth. Graduates of this program are serving multihandicapped and deaf/blind children in a variety of roles throughout the United States and other countries. The Multihandicapped and Deaf/Blind specialty leads to an M.Ed. degree or a C.A.E.S. degree (30 credit hours beyond the M.Ed.). The focus of this specialty is upon children who are functioning at a pre-academic level. Practical experiences working with multihandicapped and deaf/blind children are important components of this specialty. Students may choose a particular focus (e.g. infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the specialty at one of three levels:

Level I: Students with no previous training in special education complete the requirements for the Severe Special Needs Program and the M.Ed. degree at the end of the first year. The Multihandicapped and Deaf/Blind specialty requirements are completed at the end of the second year, leading to a C.A.E.S. degree.

Level II: Students with undergraduate majors and certification in Severe Special Needs can complete a 30-hour sequence for the M.Ed. degree.

Level III: Students with M.Ed. degrees in Severe Special Needs can complete a 30-hour sequence for the C.A.E.S. degree.

Additionally, students with undergraduate study in some area of special education may enter this specialty. Coursework and credits leading to an M.Ed. depend upon an evaluation of previous coursework and experience.

Adjustments in course selection and sequence will be based upon previous preparation and experience. The core course sequence is as follows:

ED 686	Communication Disorders for the Handicapped Child
ED 380	Functional Implications of Vision Pathology
ED 386	Communication (Manual) II
ED 598	Introduction to Audiology
ED 460	Interpretation and Evaluation of Educational Research
ED 480	Technology for the Handicapped or
ED 487	Education and Rehabilitation of the Visually Handicapped
ED 491	Practicum: Multihandicapped
ED 492	Organization and Administration of Services for Multihandicapped and Deaf/Blind Programs
ED 494	Language Acquisition
ED 427	Internship in Severe Special Needs
ED 506	Student Teaching: Multihandicapped and Deaf/Blind
ED 682	Administrative Internship: Multihandicapped Deaf/Blind

Visually Handicapped Studies

Director of Projects: *Richard M. Jackson*

Since 1960 Boston College has been preparing professional personnel at the graduate level to work with blind and visually impaired individuals in home, community, school and agency settings. Over the years, a variety of preparation programs have emerged, enabling

students to concentrate on one or a combination of certification areas. A diverse and highly specialized faculty provides each student with a broad exposure to the range of disciplines comprising the blindness service system as well as intensive grounding in the career path of the student's choice. The accumulated resources of the University permit the student to have direct access to the wealth of technology developed to promote ease of travel and communication for the visually handicapped.

Over the years, Boston College has developed extensive and well articulated affiliations with collateral agencies in the greater Boston area. These afford unparalleled opportunities for students in Visually Handicapped Studies to observe, practice-teach and intern as researchers or administrators in settings where state-of-the-art practices are underway.

At the Master's level, Visually Handicapped Studies are organized to prepare professionals to work with either children or adults. At the Certificate of Advanced Educational Specialization (C.A.E.S.) level, programs prepare post-Master's professionals in supervision, administration or evaluation to function in a wide range of educational settings or a variety of rehabilitation services. The doctoral level program prepares leadership personnel in visually handicapped education with an emphasis on either research, administration, or personnel preparation.

Students enrolled in the majority of programs within the Visually Handicapped Studies alternatives receive scholarships granted to the University by the U.S. Office of Special Education and Rehabilitation Services. Since a great need exists for qualified personnel to work with the visually handicapped in all regions of the nation, federal legislation continues to make provisions for the financial support of students preparing for careers in this vital area. Research assistantships on various funded projects directed by the faculty are often available for graduate students who wish to combine their studies with remunerative participation in visually handicapped research.

Further information and application materials on awards and assistantships can be obtained by writing the Project Director. For additional sources of financial assistance, inquiries should be directed to the University's Office of Financial Aid, Lyons Hall 210.

The Project Director encourages applications from a variety of candidates who possess energy, purpose and a commitment to improving the quality of life for the visually handicapped.

All Master's students in visually handicapped studies must complete the following course sequence:

ED 380	Functional Implications of Vision-Pathology
ED 486	Communication Skills for the Visually Handicapped
ED 487	Education and Rehabilitation of the Visually Handicapped
ED 497	Self-Help Skills for the Visually Handicapped
ED 583	Foundations of Orientation and Mobility for the Visually Handicapped
ED 689	Assessment and Planning with the Visually Handicapped

Program options described below will require additional coursework and field experience particular to the student's professional

objectives. Further information can be obtained by writing the Project Director.

Program Options

1. Educator of the Visually Handicapped and Teacher of Orientation and Mobility

Students are prepared to assist visually impaired children and youth in the development of functional motor and cognitive skills related to environmental awareness and independent travel. Students are also prepared to function as teacher/consultants as described above.

In addition to completing the requirements of the Educator of the Visually Handicapped Program, students will receive extensive preparation in teaching visually handicapped children and youth to develop or re-establish the abilities of orientation and safe, independent, purposeful travel within environments appropriate to the child. Use of long cane and other travel aids as well as use of residual vision is emphasized. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This is a 52-credit hour (approximately) program of study. An "O&M only" option (approximately 30 credits) is available for those with appropriate professional preparation and/or experience. Graduates earn an M.Ed. degree and meet current requirements for Massachusetts state teacher certification and certification by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI) as instructors of orientation and mobility (peripatology).

2. Rehabilitation Teacher and Orientation and Mobility Instructor

Students are prepared to teach visually handicapped youth and adults to develop or re-establish the skills of orientation and safe, independent, purposeful travel within environments appropriate to each client. Students are also prepared to teach the various skill areas described above.

In addition to completing the requirements of the Rehabilitation Teacher Program, students will receive extensive preparation in orientation and mobility. The ability to travel affects and is affected by all aspects of a person's life. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This 50-credit hour (approximately) program of study includes coursework and clinical practica in both Rehabilitation Teaching and Orientation and Mobility. An "O&M only" option (approximately 36 credits) is available for those with appropriate professional preparation and/or experience. Graduates earn a M.A. degree; the program is designed to prepare students to meet current requirements for certification in Rehabilitation Teaching and Orientation and Mobility (peripatology) through the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI).

Certificate of Advanced Educational Specialization

The Division of Special Education and Rehabilitation offers qualified students an oppor-

tunity for advanced graduate study for the major direct service roles, administrative and supervisory positions in special education and related special service areas.

Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

1. be a certified or certifiable special educator with successful experience in education or in some closely related field.
2. submit a statement of career goals indicating the area of emphasis for study.

The program seeks those qualified applicants interested in continuing their professional development. A program of studies leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and her/his advisor believe fit the identified career goals.

Emphasis in Administration of Special Education

Coordinator: *Philip DiMattia*

Those interested in pursuing the Special Education Administrator emphasis at the C.A.E.S. level will complete eighteen hours in Special Education and twelve in regular administration. Competency areas required for all Special Education administrators include: Special Education Services; Program Planning, Budget and Management; Staff Development and Training; Evaluation; Administrative Behavior; Laws and Regulations; Supervision; and Curriculum Development.

Doctoral Program in Special Education and Rehabilitation

Coordinator: *John Junkala*

Applicants for the Ph.D. may specialize in Special Education or Rehabilitation. To be admitted to one of these areas of specialization at the doctoral level, applicants must have had previous professional preparation and experience in Special Education or Rehabilitation. For those accepted into the Special Education Program, the emphasis of their studies may be in a specific area such as visual studies, special education administration, or mental retardation; or in the broad area of disabilities with emphasis on research and/or teacher preparation. Students accepted into the Rehabilitation Program concentrate on supervision, administration, and/or research.

In addition to the Departmental research sequence, all students are required to complete a doctoral core in special education consisting of the following courses:

- ED 791 Projects in Special Education and Rehabilitation (By arrangement)
- ED 880 Contemporary Issues in Special Education (Spring, 1991)
- ED 881 Special Education Legislation and Regulation (Fall, 1990; Fall, 1992)
- ED 883 Dissertation Seminar in Special Education (Spring, 1990; Spring, 1992)

For general information about admission to these programs, applicants should refer to the introduction to this section on Education (Doctor of Philosophy and Doctor of Education de-

grees). For specific information, contact the coordinator.

Course Offerings

Unless otherwise indicated, courses listed in this section are offered in the 1989-90 academic year.

ED 300 Secondary Science Methods (F: 3)

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

George Ladd

ED 301 Secondary History Methods (F: 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently.

Charles E. Smith, Jr.

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently.

John Savage

ED 303 Secondary Language Methods (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

Rebecca Vallette

ED 304 Secondary Math Methods (F: 3)

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently.

Kim McParland

ED 310 Family, School, and Community Relations (S: 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single-parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in

terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education. Restricted to Early Childhood majors.

The Department

ED 311 Secondary Curriculum and Instruction (F, S: 3)

This course examines a range of topics concerning secondary school teaching, including philosophical perspectives; school organization and operations; designing curriculum, units and lesson plans; relating to a diversity of students; classroom management; various methods of teaching and testing; communicating with parents and the community; understanding research in secondary education; and working and developing as a professional in cooperation with others in a professional environment.

The Department

ED 314 Psychology of Self-Control

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered.

Not offered 1989-90. Next offered Spring 1990-91.

ED 315 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

Kirk Kilpatrick

ED 316 Seminar and Methods in Early Education (S: 3)

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be videotaped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

The Department

ED 317 Gerontology (S: 3)

The purpose of this course is to survey the theories and research pertaining to the process of aging and the effects of this process on the elderly. Topics will include biological, cultural, and social determinants, perception, psychomotor skills, learning, thinking, intelligence, employment and retirement, personality, and psychopathology.

John Dacey

ED 319 Psychology and Education of Creative People (F: 3)

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included.

John Dacey

ED 321 Language and the Language Arts (S: 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

John Savage

ED 323 Reading and Special Needs Instruction in the Middle and Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

Kathleen Amico

ED 325 Science in the Elementary School

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

Not offered 1989–90. Next offered Spring 1990–91.

ED 326 Science in the Secondary School (F: 3)

Current issues, trends and innovations in science education at the secondary (7–12) level will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.

By arrangement

George Ladd

ED 327 Teaching the Gifted (F: 3)

The course will involve an examination of outstanding teaching/learning models for the gifted, followed by individual and group activities centering on the development of strategies and materials based on a single model or an eclectically developed one.

Joan Jones

ED 328 Psychology and the Gifted (S: 3)

The course is comprised of a study of gifted people, with an emphasis on children and youth in school. Among the topics studied are: interactions and impacts of giftedness and various environments; the problems of underachievement and non-productivity; the nature of genius and high intelligence; factors contributing to the achievement of eminence in various fields; and the guidance of the gifted toward the development of their potential.

The Department

ED 345 Issues in Teaching (S: 3)

This course provides an opportunity for students to understand the political, social, economic, organizational, and interpersonal issues that affect classroom teachers' ability to practice their craft. Case studies, self-studies, readings, films, and other media will be used throughout the course to examine issues like juvenile delinquency, classroom management,

student-teacher relationships, working with parents, working in urban areas, self-evaluation, and other issues related to being an effective teacher. Participants will be required to write weekly memorandums, take part in weekly discussions, and complete two policy memorandums. Students who have completed their student teaching are best suited for the course. However, any student interested in practice and policy issues in elementary/secondary education and higher education will find the course of benefit.

Cesar McDowell

ED 355 Ethical and Moral Dimensions of Administrative Decision Making (S: 3)

School administrators have long recognized the ethical dimensions of their decisions. They inevitably deal with a diversity of people: staff, faculty, children, parents, and community agents. The course, while synthesizing the growing literature on the topic, will treat the practical aspects of the subject. Participants will be asked to bring to class some very concrete examples of the moral dilemmas they are facing daily.

Dates: February 9–10; March 9–10; April 20–21.

Rev. James A. O'Donohoe

ED 356 Instructional Supervision for Administrators (F: 3)

This course will concentrate on personnel planning and selection, induction, orientation, a system-wide view of personnel administration, and trends in supervision. Attention will be given to staff development as well as performance evaluation.

Not offered 1989–90.

ED 361 History of Western Education I (F: 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.

Edward J. Power

ED 362 History of Western Education II (S: 3)

Beginning with fourteenth-century humanism, this course deals with the development of modern European education and, in overview, adverts to the transplantation of a European educational paradigm in colonial America.

Edward J. Power

ED 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this course examines folk literature, fantasy, poetry, modern fiction, historical fiction, biography, and informational books for children. Special emphasis is given to the use of children's literature in pre-school and elementary classrooms and to the development of teacher behaviors designed to evoke appropriate responses to literature.

Lillian Buckley

ED 365 Mass Media and Education (F: 3)

Modern technology has converted the audiovisual service of old into the media center of today. The major impact of contemporary media of communication on education, however, will probably be felt in the informal rather than the formal sector. This course will examine the roles and responsibilities of both printed and broadcast media on the total educational enterprise.

Pierre D. Lambert

ED 367 Introduction to BASIC (S: 3)

An introduction to computers and their applications in education. The origins, develop-

ment, and workings of computers will be reviewed. Current hardware, software, and courseware systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize using practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

John A. Jensen

ED 368 Introduction to LOGO for Educators

An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language.

Not offered 1989–90. Next offered Spring 1990–91.

The Department

ED 372 Introduction to PASCAL

An introduction to computers and programming using the PASCAL language. Intended for educators. No courses are prerequisite; however, some exposure to computers is assumed. Students will develop structured algorithms for the solution of problems applicable to education and program their solutions using the PASCAL language. Both time-shared and microcomputer implementations of PASCAL will be used by students.

Not offered 1989–90.

ED 374 Management of the Behavior of Students with Severe Special Needs (F: 3)

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and ethical and responsible use of applied behavior analysis procedures.

Alec F. Peck

ED 380 Functional Implications of Vision Pathology (F: 3)

This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course assists students in the interpretation of ophthalmic and optometric data for individualized program planning with the visually handicapped. An overview of systems for visual stimulation, sight utilization and perceptual motor training is included.

Richard Jackson

ED 382 Alternative Communication Systems (S: 1)

(For students enrolled in Visually Handicapped Studies) A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., manual alphabet, natural gestures, signing, communications boards, etc.

Tom Miller

ED 384 Severe/Multihandicapped Techniques I (F: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching the severely and multihandicapped child. The areas of gross motor,

fine motor, and self-care are emphasized. Medical management of children and the role of the educator in the multi-disciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

The Department

ED 386 Communication (Manual) II (F, S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated.

Edward Mulligan

ED 389 Assessment of Children with Low Incidence Handicaps (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education program (IEP) to the assessment process is stressed. Substantial field work is required in this course.

The Department

ED 396 Independent Living Skills for the Visually Handicapped (S: 3)

Through class discussion and laboratory experience, basic home care skills such as meal preparation, housekeeping, home mechanics, and crafts are presented. Adaptations for pre-vocational and vocational skills are considered.

Thomas Ciesielski

ED 398 Working with Families and Human Service Agencies (S: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

The Department

ED 399 Career/Vocational Strategies and Curriculum Design (S: 3)

This course explores secondary, transition and adult curriculum issues and strategies for persons with severe special needs. Vocational curriculum models, individualized program plans (IEP, ITP, ISP, IHP, and IWRP), transition service needs and supported employment/living strategies will be discussed in depth. The course focuses on group projects whereby each student participates in planning, designing and writing a curriculum guide for a cooperating school, transition, employment or residential program.

The Department

ED 402 Modern Educational Thought (F: 3)

A survey of current philosophies of education through the writings of representatives of the major positions.

Pierre D. Lambert

ED 403 Philosophy of Education (S: 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.

Pierre D. Lambert

ED 405 Educational Alternatives in Historical Perspective (S: 3)

Long before the advent of contemporary "schools without walls" and "open classrooms," the history of education records a wide variety of educational models which would meet modern criteria for the "innovative." An examination of a number of schools ranging from Plato's *Academy* to A. S. Neill's *Summerhill* will provide insights into present and future educational alternative ventures.

Pierre D. Lambert

ED 408 Stuttering: Theories and Therapies (S: 3)

Offered for the last time in Spring 1989-90.

Anthony Bashir

ED 412 Abnormal Psychology (F: 3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

The Department

ED 413 Early Childhood Models and Issues (F: 3)

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.

The Department

ED 414 Learning, Learning Theory, and Development (S: 3)

Basic principles of learning (overview, definitions, research) theories representing the associationist and cognitive traditions, problem solving and thinking skills.

John Travers

ED 416 Child Psychology (F: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence is discussed within the framework of contemporary theories of child growth.

John Travers

ED 417 Adult Psychology (F: 3)

Life cycle theory; psychological needs; physiology; inter-personal relations; androgyny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically.

John Dacey

ED 419 Student Teaching—Early Childhood (F, S: 6)

A full-semester, supervised practicum at primary grade levels. Applicants must have completed prerequisites, including ED 429, and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.

By arrangement

The Department

ED 420 Student Teaching—Elementary School (F, S: 6-3)

Prerequisite: ED 429

A semester (300+ clock hours) practicum in an elementary school classroom. This course is for candidates in Elementary Education Plan A or other programs requiring elementary school certification. Prerequisites include ED 429. Applications must be completed the semester preceding the practicum and must have the ap-

proval of the applicant's program director. To be taken with ED 596 or ED 528.

By arrangement

The Department

ED 421.01 Theories of Instruction

A survey of the literature concerning models of instruction and an investigation of several prominent theories. These would include both philosophical and empirical studies such as Bruner, Piaget, Rogers, Ausubel, and other contemporary theorists.

Not offered 1989-90. Next offered Fall 1990-91.

ED 421.05 Theories of Instruction (F: 3)

This section is primarily for the Professional School Administrators Program.

George Ladd

ED 422 Internship in Teaching, Secondary (F, S: 3)

This experience validates professional competencies of employed elementary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-days-per-week experience. Approval for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship.

By arrangement

Kilburn E. Culley

ED 423 International Study/Research Project in Education (F, S: 3)

This experience offers students in education the opportunity to study or conduct research with their counterparts in England, Ireland, Scotland, Germany, Switzerland, Spain, or Hong Kong. Students determine the length of their stay and assume costs for travel, housing, tuition, and an application fee. Contact the Director of National/International Field Programs, Campion 107, for details.

By arrangement only

Kilburn E. Culley

ED 424 Media and Educational Technology (F: 3)

Explores the roles of television and videotape recording in training and education, the use of the computer and videodisc for interactive teaching/learning; demonstration of audiovisual equipment and how it is integrated into a plan for instruction; criteria for selection of media materials; and commercial development of instructional materials.

Fred John Pula

ED 426 Music, Art and Movement (F: 3)

Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers in this course which utilizes a hands-on approach.

The Department

ED 427 Internship in Severe Special Needs (F, S: 3-6)

Selected students in the Severe Special Needs Master's Degree Program may qualify for this internship in lieu of student teaching. Permission of the Program Coordinator is necessary. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office.

By arrangement

The Department

ED 428 Student Teaching Secondary School (F, S: 6)

A field experience (300+ clock hours) for candidates in the final phase of their graduate program. Candidates are assigned full-day in

senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are successful completion of all necessary courses and pre-practica, including any field-based labs in the candidate's program of studies, and approval of the Director of Secondary Programs. Candidates taking ED 428 must also take ED 472 concurrently, unless waived by the Director. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken.

Kilburn E. Culley

ED 429 Graduate Field Lab (F, S: 1)

This is the required one-day-a-week field lab for programs in early childhood, elementary, secondary, moderate and severe special education, and the Reading Specialist program. Program descriptions describe courses which relate specifically to this pre-practicum. Admittance requires approval of the student's program director, enrollment in courses which relate to this field lab and completion of all application forms during the semester preceding the practicum.

By arrangement

Kilburn E. Culley

ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods (S: 3)

Current issues, trends, and innovations in science and social studies education at the early childhood and elementary levels will be investigated and discussed.

The Department

ED 440 Principles and Techniques of Counseling (F: 3)

An introduction to counseling principles, philosophy and practice with an emphasis on interviewing skills. A review of the roles and functions of counselors in a variety of settings. A discussion of the history of counseling and current professional dilemmas. Small group exercises, field experiences and simulations of counseling interviews will be included. Open to degree candidates only. Includes weekly pre-practicum laboratory experience.

The Department

ED 443 Counseling and Group Process with Children (S: 3)

An introduction to the theories and methods of psychological counseling and intervention with children in school and non-school settings. Practical and ethical issues related to child treatment, methods and problems in evaluating therapeutic outcome, and considerations of cultural and environmental diversity, gender, and exceptionality in developing interventions area addressed.

Maureen Kenny

ED 444 Comparative Personality Theories (F: 3)

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, humanistic and constructive-developmental theory are examined. This course serves as a foundational course for counseling psychology students.

Mary Brabeck

ED 445 Clinical Child Psychology (S: 3)

Application of theoretical and clinical data to emotional problems of childhood. Emphasis on school related problems such as emotional problems and learning, school phobia, etc. Review of current practices in diagnosis and counseling.

The Department

ED 446 Counseling Theory and Process (S: 3)

Prerequisite: ED 440 or equivalent

An analysis of major theoretical frameworks and approaches to the counseling process and practice in specific counseling techniques. Small group and laboratory experiences included. Open to counseling majors only.

The Department

ED 448 Career Development (F: 3)

Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and mental health settings.

Pennell Locey

ED 450 Introduction to Educational Administration (F: 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and the organization and control of American Education. The course is appropriate as an elective for non-administration majors.

Vincent Nuccio

ED 451 Personnel Administration (S: 3)

This course is designed for school personnel preparing for or currently in supervision positions. The major objective of the course is to provide an understanding of the principles, policies, and practices related to procurement, development, maintenance, and utilization of human resources as they apply to school systems.

Raymond Martin

ED 452 School Finance (F: 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will include an examination of local sources of revenue for schools, the distribution of local aid from the state and federal categorical aid programs.

Vincent Nuccio

ED 453 The Elementary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth, and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned.

Raymond Martin

ED 454 The Junior High and Middle School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned.

Raymond Martin

ED 455 The Secondary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed.

Case studies will highlight administrative style and outside forces which influence decision making will be studied. Projects to meet individual needs will be assigned.

Raymond Martin

ED 456 Legal Aspects of Educational Administration (F: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

Charles Smith

ED 459 Clinical Supervision (S: 3)

This course is designed for persons who wish to acquire supervisory skills, the person about to enter a supervisory position, and supervisors who might work in schools, hospitals, social agencies, or businesses. The course will provide a theoretical framework for clinical supervision, including an exploration of strategies for observation, analysis and evaluation. Topics include: What is the Supervisor's Role, Organizational Structure, Staff Development, The Effective Communicator, Conducting Meetings, Counseling, Evaluating, Handling Complaints, and Trends Affecting Tomorrow's Supervisor. Special emphasis will be placed on the supervision of novices entering a profession. Emphasis on acquiring and improving one's skills in supervision will be the central focus of the course.

Joan Jones

ED 460 Interpretation and Evaluation of Educational Research (F, S: 3)

A course designed to improve the M.Ed. student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

This course does not fulfill the doctoral requirement.

Fall:

John A. Jensen

Spring:

Larry Ludlow

ED 462 Construction of Achievement Tests (F: 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

George Madaus

ED 464 Intellectual Assessment (F, S: 3)

Prerequisite: Consent of instructor

A critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues in the assessment of minority children, are addressed. Limited to 15 students per section.

Maureen Kenny

ED 465 Group Psychological Tests (F, S: 3)

An introductory course in theory, selection, and use of standardized aptitude, ability,

achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation. Experience in evaluating strengths, weaknesses and biases of various testing instruments. Laboratory experience in administration, scoring, and interpretation of psychological tests. *Kenneth Wegner*

ED 466 Models of Curriculum and Program Evaluation (F: 3)

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design. *George Madaus*

ED 467 Practical Aspects of Curriculum and Program Evaluation (S: 3)

Prerequisite: ED 466 or consent of instructor
This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered. *The Department*

ED 468 Statistics I (F: 3)

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test. Individual and group computer laboratory sessions scheduled as part of the course. *Ronald L. Nuttall*

ED 469 Intermediate Statistics (S: 3)

Prerequisite: ED 468 or equivalent within one year. Computing experience with SPSSX and VAX operating system are assumed.
Topics include Z and t tests of means and proportions, and partial and multiple correlation, chi-square and other non-parametric analyses, multiple regression, analysis of variance, analysis of covariance, and elements of experimental design. *Larry Ludlow*

ED 471 Learning Dimensions: Theory and Practice (F: 3)

Educators are pursuing new models of learning. In this course we will explore the Gregorc model of learning. There will be an introduction to Dr. Butler's SDI approach to learning styles and an in-depth application of theory for effective communication with adults and students. Classroom instructional practice and development of higher level thinking and learning skills will be researched.

Dates: October 20–21; November 17–18; December 15–16. *Kathleen Butler*

ED 472 Secondary School Lab and Seminar (F, S: 1)

A 40+ clock hour pre-practicum preceding ED 428. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College. During the seminar, students are responsible for re-

viewing and interpreting their morning experiences and leading discussions on those experiences and on assigned readings and research. Prerequisites are a 2.5 grade point average, successful completion of all course and field and pre-practicum work. Application for this course must be made to the Field Placement Office in the semester preceding that in which it is to be taken.

By arrangement

The Department

ED 473 Teaching Writing (S: 3)

This course is designed for those interested in improving their ability to teach writing. It includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the writing process to provide direct instruction in pre-writing, writing, and revising. *The Department*

ED 474 Models of Teaching (S: 3)

This course is designed to introduce the four families of models, as described by Joyce and Weil in *Models of Teaching*: Personal models, social models, information processing models, and behavioral models. Each of these models teaches content and thinking in a characteristic way. Students will observe and model some of these instructional methodologies in an effort to expand their repertoire of teaching strategies.

Dates: January 26–27; February 23–24; March 23–24.

Peter Holland

ED 475 Advanced Behavior Management (S: 3)

This course deals with the application of behavioral principles with seriously disturbed and severely mentally retarded students. Students are required to establish, implement, and evaluate behavioral programs for seriously handicapped children. Videotaped sessions provide opportunity for analysis and feedback. A heavy emphasis is placed on data-based analysis of student and instructor performance. ED 374 or an equivalent course is a pre-requisite to enrollment. This course requires a heavy field-based component. *James Cremins*

ED 480 Technology for the Handicapped (F: 3)

An understanding of the technology prepared for use by and with the handicapped will be developed on 3 levels: 1) a familiarity with state-of-the-art technology which is still in the prototype or planning stage; 2) an informed consumer knowledge of high technology devices used by smaller numbers of handicapped persons; 3) a working knowledge of commonly used devices such as hearing aids, brailers, and talking book machines. *Richard Jackson*

ED 481 Physical Aspects of Rehabilitation for the Visually Handicapped (F: 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation and education of blind and visually impaired individuals. Special attention is given to neurovascular conditions, hearing defects, audiological measurements, dynamics of posture and locomotion, and physical correctives. *The Department*

ED 484 Introduction to Orientation and Mobility Practicum (F: 3)

This course is designed for students who are seeking a credential in Orientation and Mobility (peripatology). Activities include observations of O & M lessons in the field and small group sessions with O & M faculty. Sessions include lectures, demonstrations, discussions, and simulated teaching and travel experiences. Content includes O & M techniques, blindfold and low vision simulation, assessment, environmental analysis, instructional sequencing and adaptation to meet individual needs. This course meets 5 days per week for approximately 2 1/2 hours each session.

By arrangement

O&M Faculty

ED 485 Individuals with Learning and Behavior Problems (F: 3)

This course will provide an introduction and overview to special education. The course will focus primarily on the traditional categories of emotional disturbance, learning disabilities, and mental retardation. Theoretical issues of incidence, educational assessment, etiology and national programming will be discussed. In addition, the significance of federal and state legislation on special education will be discussed. *John Junkala*

ED 486 Communication Skills for the Visually Handicapped (F: 3)

Students learn to read and write Grade II literary Braille (visually). Emphasis is on reading readiness, teaching strategies for Braille reading and writing, and materials preparation and adaptation. The Nemeth Code is also included. *The Department*

ED 487 Education and Rehabilitation of the Visually Handicapped (F: 3)

This is a first course in the study of work with the visually handicapped. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and style of service delivery. *Richard Jackson*

ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students (S: 3)

This class includes discussion of specific syndromes, such as autism, hyperactivity, and withdrawal. Particular attention is paid to educational interventions. A module is included in the assessment of learning problems frequently encountered in students with emotional disturbance. *The Department*

ED 490 Severe/Multihandicapped Techniques II (S: 3)

This course is a continuation of ED 384—Severe/Multihandicapped Techniques I. The social/emotional and cognitive domains are emphasized. Prevocational, vocational, and long-term planning concepts and their teaching ramifications as they relate to the Multihandicapped are addressed. *The Department*

ED 491 Practicum: Multihandicapped (F: 3)

This is an eight-week, full-time practicum with multihandicapped children who are served by a variety of program prototypes. Students in this practicum are required to use a structured

language program with one child from the setting.

By arrangement

Barbara McLetchie

ED 492 Organization and Administration of Services for Multihandicapped and Deaf/Blind Programs (S: 1)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for interventions with deaf/blind persons. Legislation and litigation relating to special services for multi-handicapped are over-viewed. Students complete a project relating to services for multihandicapped persons.

By arrangement

Barbara McLetchie

ED 494 Language Acquisition (F: 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

Kristine Strand

ED 495 Human Development and Handicapping Conditions (F: 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and or motor handicaps.

495.01

(Moderate/Generic)

Jean Zadig

495.02

(Severe/Multihandicapped)

Bruce Cushna

ED 496 Principles of Teaching in Rehabilitation (F: 3)

This course examines the foundations of teaching and learning underlying the rehabilitation process. Topics include theories of adult learning, functional changes associated with aging, the management of material and human resources, standards of professional conduct and systems for community education.

Thomas Ciesielski

ED 497 Self-Help Skills for the Visually Handicapped (F: 3)

This course includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind and partially sighted are investigated. Extensive simulated experiences are utilized to develop competence in the teaching of basic self-help skills.

Thomas Ciesielski

ED 500 History, Public Policy, and Popular Education in the United States (F: 3)

A study of the evolution of education in the United States from the colonial years through the third quarter of the twentieth century. Points of emphasis will be the colonial educational prospectus, the beginning of state educational activity, the development of policies di-

rected toward the realization of popular education, and the revisionist historians' interpretations of the motives inspiring, and the consequences of, these policies.

Edward J. Power

ED 501 Handicapped Internship—Moderate Special Needs (F, S: 3–6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and prepracticums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

The Department

ED 502 Handicapped Internship—Generic Educator (F, S: 3–6)

See ED 501 above for course description.

The Department

ED 503 Student Teaching—Generic (F, S: 3, 6)

For students enrolled in the Special Educator Program. A minimum 8-week full-time practicum in programs for mild and moderate special needs children. Prerequisites include completion of all course and pre-practicum work and approval of the Program Director. Applications must be completed mid-semester prior to the practicum.

The Department

ED 504 Student Teaching: Moderate Special Needs (F, S: 3)

The Department

ED 505 Student Teaching: Visually Handicapped (F: 3–S: 3)

Richard Jackson

ED 506 Student Teaching: Multihandicapped and Deaf/Blind (F, S: 3)

Barbara McLetchie

ED 507.01 Student Teaching: Rehabilitation Teacher (S: 1)

Thomas Ciesielski

ED 507.02 Student Teaching: Rehabilitation Teacher (S: 2)

Thomas Ciesielski

ED 508.01 Internship: Rehabilitation Teacher (F, S: 3)

Thomas Ciesielski

ED 508.02 Internship: Rehabilitation Teacher (F, S: 4)

Thomas Ciesielski

ED 514 Seminar in Moral Education (F: 3)

Topics will include theories of moral growth and moral education, moral education and sex education curriculums, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue.

Kirk Kilpatrick

ED 520 Elementary and Early Childhood Mathematics Methods (F: 3)

Methodology, content and materials utilized in teaching mathematics to early childhood and elementary age children is presented.

Michael Schiro

ED 521 Developmental Reading Instruction (F: 3)

This course examines components of a classroom reading program. Topics include approaches to beginning reading, basic reading skills, diagnostic-prescriptive teaching, and research on current trends in reading instruction. May require field-based assignments.

John Savage

ED 523 Administrative Supervision (F: 3)

The course is designed for school personnel preparing for or currently in supervisory positions such as principals, supervisors, department heads, and team leaders. It deals primarily with supervision at various administrative levels.

Raymond Martin

ED 527 Public Policy and Education

This course examines the regulatory and finance policies in education which have emerged at the federal, state and local levels since 1970. Literature relating to the relationship of education, politics and public policy will be reviewed to help define the conceptual framework in which most education policy decisions are made and implemented. By using the case study approach the student will increase his or her facilities in reaching decisions about complex policy issues, thereby being able to think systematically and clearly about a complex or unfamiliar policy problem and form an independent and competent view of the issues, alternatives, and likely consequences of different actions, all within an unpredictable, distracting and highly political environment. The major term project will be a report on a specific state regulatory or funding program. The student will freely summarize the public issues, the politics, the process of implementation and the present outcome of the programs, and then propose strategies for improving the program.

Not offered 1989–90. Next offered Fall 1990–91.

ED 536 Teaching in Theology and Ministry (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Maria Harris

ED 538 Religious Education for a Public Church (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Maureen R. O'Brien

ED 539 Christian Ministry: Education for the Reign of God (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary K. Oosdyke, O.P.

ED 540 Issues in School Psychology (F: 3)

An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.

Francis Kelly

ED 541 Social Psychology of the Family (F: 3)

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling, and training.

Murray Horwitz

ED 543 Psycho-educational Prescriptions (S: 3)

Focus is on techniques of synthesizing psychological and educational information into an ef-

fective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.

Francis Kelly

ED 544 Issues in Adolescent Psychopathology (S: 3)

Prerequisite: ED 440, ED 443, or ED 446

Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers diagnostic decision-making methods, schizophrenia, depression, suicide and passive-aggressive factors in adolescents.

Bernard O'Brien

ED 547 Practicum/Internship in School Psychology—I (F: 3)

Prerequisite: Consent of Program Director
Beginning field experience in School Psychology. Students are placed in comprehensive K-12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only. By arrangement

The Department

ED 549 Psychopathology (S: 3)

Prerequisite: ED 444 or equivalent

This graduate course examines selected DSM III disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Case examples will be used to help students learn to diagnose and interpret various forms of psychopathology. Counseling Psychology majors only.

The Department

ED 550 Management Use of Computers in Education (F: 3)

What is the present and future role of computers in educational administration and management? In this course, this question will be addressed in a variety of ways: through readings, lectures, discussion, and particularly through hands-on experience in using microcomputers. Students will be given experience and assignments concerning word processing, telecommunications, databases, spreadsheets, and desktop publishing. The machine used in this course by most students will be the Apple Macintosh, but for most of the assignments, with the instructor's approval, other machines and software may be used. No prerequisites.

Walter Haney

ED 554 Leadership and Administrative Decision Making (S: 3)

This course addresses the tasks of administration, research on administrative effectiveness, leadership styles, various applications to leadership and decision making, and development and administration of one's own administrative style. Primarily for Catholic School Leadership Program.

Dates: February 2-3; March 2-3; April 6-7.

Mary Griffin

ED 557 The Administrator's Role in Curriculum Development

This course emphasizes models of curriculum design, implementation, and evaluation from the perspective of the Catholic School administrator. The course examines research on Catholic Schools, curriculum development, thinking skills, and learning styles. Students have the opportunity to design a values oriented curriculum project applicable to their particular settings.

Primarily for Catholic School Leadership Program.

Not offered 1989-90.

Peter Holland

ED 560 Issues in Testing

A consideration of substantive and methodological issues in the measurement of intelligence, aptitude, achievement, personality, and other affective constructs. Also, bias, testing of linguistic and cultural minorities, certification testing, item banking, and computerized testing.

Not offered 1989-90.

ED 561 Evaluation and Public Policy

This course will deal with the conceptual, theoretical, and methodological issues underlying the use of social science research and evaluation studies to inform public policies at the federal, state, and local levels. Case studies in which evaluation results have been used to justify new programs or existing ones will be stressed.

Not offered 1989-90.

ED 562 Introduction to Pascal for Educators

An introduction to computers and programming using the Pascal language. Intended for educators. No courses are prerequisites; however, some exposure to computers is assumed. Students will develop structured algorithms for the solution of problems applicable to education and program their solutions using the Pascal language. Both time shared and microcomputer implementations of Pascal will be used by students.

Not offered 1989-90.

ED 563 Computer Programming Using FORTRAN

A course in planning, writing, debugging, and executing programs of intermediate difficulty using the FORTRAN language. Particular attention will be given to adapting existing FORTRAN programs for use on interactive microcomputers.

Not offered 1989-90.

ED 565 Quantitative Data Collection Procedures: Theory and Practice

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.

Not offered 1989-90

ED 567 Assessment of Preschool Children (S: 3)

Prerequisite: ED 464-Lab Fee

Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.

The Department

ED 569 Expectations and Evidence for Educational Technology (S: 3)

The history and social role of technology in American society will be briefly reviewed. The course then will focus on three generations of educational technology—science laboratories, teaching machines/programmed instruction, and computers—and examine expectations and evidence regarding their educational effective-

ness. Reasons for the contrasts between expectations and evidence will be examined. Students will undertake two projects for the course—one a literature review concerning an educational technology and the other a case study of computer usage by a local school or student.

Walter Haney

ED 576 Clinical Supervision for Cooperating Practitioners (F, S: 3)

This course is designed to provide cooperating school practitioners the supervision skills needed to assist student teachers assigned to their classrooms.

By permission only.

The Department

ED 577 Internship in Teaching, Elementary (F, S: 3)

This experience validates professional competencies of employed secondary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-day-per-week experience. Approval for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship. By permission only.

The Department

ED 578 Curriculum Theory

An introductory course in curriculum theory that covers such topics as ideologies of curriculum workers, the curricular structure of educational environments, methods of curriculum development, types of curriculum materials, evaluation of curriculum materials, and styles of curriculum evaluation. For persons with zero, one, or two years of teaching experience. Not offered 1989-90. Next offered Spring 1990-91.

ED 579 Educational Assessment of Learning Problems (F: 3)

This course focuses on the development of teacher skills in task analysis, informal and formal non-discriminating educational assessment, and the interpretation of psychoeducational data across the range of mildly and moderately handicapping conditions. Students administer a variety of instruments currently in use in elementary and secondary schools.

Kathleen Amico

ED 580 Teaching the Special Needs Child in the Regular Classroom (F: 3)

This course is designed to give the elementary school teacher an understanding of the major instructional need of mainstreamed special students. Emphasis is given to the role of the teacher as observer, manager and instructor. Through the pre-practicum experience, students develop skills in adapting instruction, managing classroom behavior, promoting social acceptance, and coordinating the classroom learning environment.

James Cremins

ED 582 Workshop on Consultation Skills Development (S: 1)

This is a process-oriented workshop designed to help the student acquire skills in generic consultation. Simulation, role playing and case study analyses will be emphasized over the areas of communication and counseling. By arrangement

Richard Jackson

ED 583 Foundations of Orientation and Mobility for the Visually Handicapped (F: 3)

This course is designed to introduce the student to the principles and fundamentals of ori-

entation and mobility. Emphasis is placed on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility.

Included is a module on perception and spatial learning and, for students who are not O&M majors, there is a six week "lab" of O&M techniques, blindfold and low vision simulation experience.

Richard Jackson/O&M Faculty

ED 584 Student Teaching—Orientation and Mobility (S: 3)

This course is for students seeking a credential in Orientation and Mobility. Under supervision, the work in the previous phase (ED 484) is applied in direct service with visually handicapped individuals in school/agency settings. This is ordinarily a part-time experience occurring for the time period January through June.

By arrangement

O&M Faculty

ED 585 Orientation and Mobility Assessment and Instructional Strategies (S: 3)

This course is an extension of ED 583. Lectures address assessment procedures, instructional strategies, and curriculum resources associated with the topics of ED 583. Individual or small group projects focus on selected topics in O & M and are under the guidance of O & M faculty.

O&M Faculty

ED 587 Remedial Strategies (S: 3)

Prerequisite: ED 579 or the equivalent

Oriented toward the development of Individual Education Programs (IEP) including remediation of basic skills, content area modification, cognitive and metacognitive learning strategies, and monitoring techniques.

By permission only

The Department

ED 588 Curriculum and Instructional Strategies for the Visually Handicapped (S: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the visually handicapped learner. Activities include task analysis of special curriculum needs and writing adaptations to regular curriculum.

The Department

ED 589 Behavior Management Strategies (F: 3)

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.

Alec F. Peck

ED 593 Introduction to Speech and Language Disorders (S: 3-4)

Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students taking the course for 4 credits will attend a 4-week module on language acquisition. Students taking the course for 3 credits will join the course in the fifth week.

593.01 (4 credits)

Anthony Bashir

ED 597 Guided Studies in Special Education and Rehabilitation (F, S: 1-6)

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem

regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement

The Department

ED 598 Introduction to Audiology (S: 3)

The course is designed to assist those individuals who are working with the hearing impaired in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students.

Marilyn Warren

ED 606 Issues in Transition, Employment, and Rehabilitation (F: 3)

This course includes a review and discussion of major concepts and issues involved in providing educational and adult service programs to individuals with severe disabilities. Among the topics addressed will be the issues of definition, community integration, advocacy, legislation and social policy.

Next offered Fall 1991-92.

John Butterworth

ED 611 Development and Learning in Infants and Preschoolers (S: 3)

Prerequisite: ED 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.

John Travers

ED 621 Diagnostic Techniques in Reading (F: 3)

A range of reading assessments from standardized to informal will be studied. Students will become knowledgeable about many reading measures and proficient in the administration and interpretation of several. Students will also learn to report testing results and to assess causation.

For students in the Graduate Reading Program this is a prepracticum and requires fieldwork.

The Department

ED 625 Managing Emerging Technologies (S: 3)

This is an opportunity to study both the emergence and evolution of educational technologies including newer interactive computer systems, satellite delivery systems, and older technologies such as broadcast television or the telephone. Technologies will be reviewed with emphasis on decision making on budget, organization, manpower, time, facilities and maintenance as well as selection of systems for maximum effectiveness in the educational setting.

Cesar McDowell

ED 628 Computer Applications for Educators (F: 3)

Appropriate computer software for educational uses must be evaluated, selected, and used in conjunction with an understanding of both curriculum theory and instructional theory, as well as an understanding of the abilities and limitations of computers. Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Other

types of educational computer programs used in the course include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record keeping systems. The course will be taught on the Apple micro-computer. This is not a course in computer programming. No prerequisites.

Walter Haney

ED 629 The Computer as a Research Tool

A course for doctoral students who will be proposing and completing a dissertation and who intend to use the VAX/IBM mainframe systems at Boston College for data entry, data analysis and word processing. Major topics include the creation and manipulation of data files, the SPSSX and SAS data analysis systems and word processing systems. Not offered 1989-90.

ED 630 Biblical Interpretation in Education and Ministry (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

ED 632 The Psychology of Youth Religious Development (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

John McDargh

ED 635 The Education of Christians: Past, Present, Future (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary K. Oosdyke, O.P.

ED 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in McGuinn 315 required. Limited to 15 students.

Students participate in a 9-week experimental group led by the instructor which focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research.

Bernard O'Brien

ED 641 Behavior Disorders in Childhood and Adolescence (F: 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyper-aggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Degree students only.

Francis Kelly

ED 642 Introduction to Play Therapy (F: 3)

Prerequisite: Consent of instructor

Theoretical approach to play therapy as a treatment process with school age children. Case presentations and discussions of therapy material.

Francis Kelly

ED 643 Practicum in School Counseling N-9 (F, S: 3)

Prerequisites: ED 440, ED 443, ED 448, ED 464 Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system half time in both Fall and Spring semesters. The Fall semester includes 100 clock hours of practicum experience followed by 100 clock hours of practicum experiences. The

Spring semester includes 200 clock hours of practicum experiences. Students enroll for 3 credit hours each semester. *The Department*

ED 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: ED 440, ED 446, ED 448, ED 465
Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system half time in both Fall and Spring semesters. The Fall semester includes 100 clock hours of practicum experience followed by 100 clock hours of practicum experiences. The Spring semester includes 200 clock hours of practicum experiences. Students enroll for 3 credit hours each semester. *The Department*

ED 646 Practicum in Counseling Adolescents and Adults I (F: 3)

Prerequisites: ED 440, ED 446, ED 448, ED 465
Consent of the instructor is required and the student must sign up in McGuinn 315 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course. *The Department*

ED 647 Practicum/Internship in School Psychology—II (S: 3)

Prerequisite: ED 540, ED 464, ED 547, consent of Francis Kelly
Second field experience in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K-12 school system under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8:00 a.m.-3:00 p.m.). Boston College School Psychology majors only. *The Department*

ED 648 Practicum in Counseling Children (F: 3)

Prerequisite: Consent of Director. ED 440, ED 443, ED 448, ED 464. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 304 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course. Students work under direct supervision with actual clients, parents, and others. *The Department*

ED 653 Personal Aspects of School Administrators

This course offers the opportunity to reflect on various aspects of adult development—personal, moral, and spiritual. Theories of Levinson, Kohlberg, Gilligan, and Fowler will be explored with emphasis on their application to the experience of school administrators, in reference to their own personal development and the development of those for whom they are responsible. Not offered 1989-90.

ED 656 Administration of Local School Systems

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students, among others. This course will examine the relationship of the superintendent of schools with many publics through the utilization of readings, experiences, field trips and visiting lecturers. Not offered 1989-90. Next offered Fall 1990-91.

ED 661 Seminar on Infant Assessment (F: 3)

Prerequisite: Consent of instructor
The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed. *Richard Schnell*

ED 662 Projective Techniques for Children, Adolescents (F: 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology
The theory of projective testing is reviewed. Personality assessment of latency age and adolescent children through administration, scoring and interpretation of the Thematic Apperception Test. Children's Apperception Test, Tasks of Emotional Development Tests, drawing techniques and sentence completion methods. Projective implications of intelligence tests are reviewed. Discussion of case material. Enrollment limited to 20 students, permission of instructor required. *Jerrold Pollack*

ED 663 Neuropsychological Assessment (S: 3)

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function. Evaluation techniques for diagnosis of brain dysfunction including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required. *The Department*

ED 664 Design of Experiments

Prerequisite: One year of statistics (ED 468, ED 469)
This course presents a study of theoretical concepts, statistical techniques, and practical applications in the design of experiments. Topics include the philosophy of science, analysis of variance and covariance, elementary experimental designs, power, meta-analysis, internal and external validity, and quasi-experimental designs. Not offered 1989-90. Next offered Spring 1990-91.

ED 665 Personality and Interest Assessment (S: 3)

Prerequisite: ED 465
A review of theories of personality and interest measurement in counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories. *Kenneth Wegner*

ED 666 Courseware Authoring (S: 3)

An introduction to the capabilities of computer software used to facilitate instruction and measure student progress. Principles of pro-

grammed instruction and instructional design will be reviewed, and students will develop and test an educational program using a computer or computer authoring program, such as PILOT on the Apple II or IBM-PC or Hypercard on the Macintosh. *Walter Haney*

ED 667 Introduction to Multivariate Statistical Analysis

Prerequisite: One year of statistics or the equivalent
Multiple regression and the general linear model, introduction to factor analysis, canonical correlation, discriminant function and principal components analysis. Laboratory exercises include computer analysis of multivariate data. Not offered 1989-90. Next offered Fall 1990-91.

ED 668 Topics in Multivariate Statistical Analysis

Prerequisite: ED 667 or equivalent
Multivariate analysis of variance, factor analysis and rotation, multivariate model building. Students will develop a professional-level paper using multivariate statistical data analysis. Not offered 1989-90. Next offered Spring 1990-91.

ED 669 Psychometric Theory (S: 3)

Prerequisite: One semester of statistics and one semester of test construction
This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone scales, Guttman scales, classical test theory, and item response theory. Specific topics include Rasch model estimation and residual analysis, item banking, and 2-3 parameter latent trait model estimation and applications. Next offered Spring 1991-92. *Larry Ludlow*

ED 680 Evaluation and Guidance of Exceptional Children (S: 3)

This course looks at students from an ecological perspective, viewing school as part of the total ecology. Teachers and other educators are seen as integral parts of the system, responsible for guiding students successfully through it. Any member of the system may legitimately be expected to alter perceptions and practices to the extent necessary to make this guidance possible. The course presents consumer skills relative to cognitive evaluation; practitioner skills in the implementation of cognitive style assessment results; and an overview of the consultation skills needed to support teachers who work with special needs students. *The Department*

ED 682 Administrative Internship: Multihandicapped and Deaf/Blind (F, S: 6)

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program. By arrangement *Barbara McLetchie*

ED 683 Internship—Orientation and Mobility (F, S: 3)

Prerequisite: ED 584
The advanced student of orientation and mobility is assigned to an agency or school for an O&M teaching experience under the supervision of O&M faculty. This is ordinarily a full-

time placement of 10 weeks duration outside of Massachusetts.

By arrangement

Hugo Vigoroso

ED 685 Multidisciplinary Approach to Mental Retardation (F: 3)

Prerequisite: Consent of the instructor

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

Jean Zadig

ED 686 Communication Disorders for the Handicapped Child (S: 3)

This course focuses on the speech, language and communication problems of hearing-impaired, mentally retarded, physically handicapped, and multihandicapped deaf-blind persons. Students will be exposed to strategies and techniques for developing communication potential in severely handicapped children. Students are required to evaluate their own communication skills and implement a language program with a multihandicapped child. Enrollment is by permission of instructor.

Barbara McLetchie

ED 689 Assessment and Planning with the Visually Handicapped (S: 3)

This course prepares the student to function as a member of a multidisciplinary team in either rehabilitative or educational settings. Procedures for formal and informal assessment are examined for their appropriateness to the blind and low vision individual. Mechanics of preparing IEP's, IWRP's, and ISP's in the delivery of explicit service plans are also emphasized.

Richard Jackson

ED 690 Seminar in Multidisciplinary Management Strategies (S: 3)

Prerequisite: Permission of instructor

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

Jean Zadig

ED 692 Administering Special Education Services (F: 3)

By Permission Only

Examines the administration of a broad spectrum of special services mandated by National and State Statutory requirements and policies for handicapped children and adolescents. There will be special emphasis on the administrative role and collaborative function as they relate to existing school administrative responsibility.

Next offered Fall 1991-92

Philip DiMattia

ED 694 Problems in Administration: Special Education and Rehabilitation (S: 3)

Investigates a variety of multifaceted administrative problems and issues that impact upon

special education services for exceptional children. Will identify problems that require curriculum solution and examine social educational problems that require a more total community response.

Next offered Spring 1991-92 *Philip DiMattia*

ED 696 Handicapped Internship (F, S: 3-6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and pre-practicums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

696.01-Moderate Special Needs Educator

696.02-Generic Educator

The Department

ED 698 Technology for the Visually Handicapped (S: 3)

Students preparing to work effectively with the visually handicapped, as well as those already employed as special educators and rehabilitation specialists, must acquire knowledge and skill with the new technology developed to aid the blind and visually impaired in the 1980's and 90's. This course is designed to acquaint students with electronic reading/writing/typing systems, tactile and spoken word output reading machines, braille, speech and large print computer terminals and microcomputers, and sonar-based environmental sensing devices. Hands-on experience with commercially available devices allows students to develop skill in equipment operations and interfacing. Reading, demonstrations and discussions permit the student to evaluate the potential of a full range of technology for visually handicapped learners and rehabilitation clients. No prior coursework in computer operations or programming is required.

Richard M. Jackson

ED 710 Learning in the Young Child: A Research Approach

This course focuses on particular learning problems encountered by children at the pre-school and primary grades. Each time the course is offered, one topic will be explored in depth. For example, the class may investigate perceptual and cognitive problems involved in young children's use of inefficient problem solving strategies. As a group, the class reviews the literature, designs and implements a study (if time allows) and produces a report on the research.

Not offered 1989-90

ED 720 Curriculum Theory

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

Not offered 1989-90. Next offered Spring 1990-91.

ED 721 Remedial Reading Techniques (S: 3)

Methods and materials appropriate for reading-disabled students, grades 1-12, will be studied. Techniques for those with severe skill deficiencies as well as those with milder problems will be considered.

Students will utilize existing approaches and devise their own.

For students in the Graduate Reading Program, this is a pre-practicum and requires fieldwork.

Beth Davis

ED 724 Practicum in Educational Technology (F, S: 3)

A field-centered study of applications and uses of technology in a variety of settings. Students will have the option of working with technology in an educational setting-instructional or administrative, in business or industry, or in any organization that offers a career opportunity for graduates of this program. The work of the students will be closely supervised by faculty members and by cooperating field practitioners.

By arrangement

Fred John Pula

ED 725 Reading Practicum (F, S: 6)

This field-based practicum involves working in a school setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a University supervisor. Approval of the Reading Program Coordinator is required.

By arrangement

The Department

ED 726 Reading Internship (F, S: 6)

A field-based internship in the role of a consulting teacher of reading. Jointly supervised by a cooperating practitioner and a University supervisor. Enrollment subject to authorization of Reading Program Coordinator and approval of the Mass. Bureau of Teacher Certification.

By arrangement

The Department

ED 727 Seminar in Science Education

Restricted to individuals who have a science education emphasis in their graduate programs. Implications of current problems, issues and research in science education will be investigated.

Not offered 1989-90. Next offered Spring 1990-91.

ED 729 Controversies in Curriculum and Instruction (S: 3)

Exploration of current issues in education which have had a significant impact on both the curricula and instructional process in any educational setting. Discussion will center on definition of the issues, i.e., open classroom, statewide assessment, merit pay, accreditation, AIDS education, etc.; an examination of the views of the major proponents and opponents of the movement and the current impact of this trend on the educational community.

George Ladd

ED 730 Theological Foundations of Catholic Educational Ministry (F: 3)

This course is an invitation to reflect on the elemental theological rationale for Catholic School ministry, on visions and tactics for teaching and on institutional ethics. For experienced school personnel, the course is an opportunity to rekindle "the dreams of youth." For those newly engaged in school ministry, the course will provide a comprehensive framework.

Dates: October 6-7; November 3-4; December 8-9

Padraic O'Hare

ED 735 Traditions of Religion and Education (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

ED 740 Seminar in Psychology of Women

An examination of major topics in the field of the psychology of women: sex differences in achievement, morality, cognition, aggression, and psychopathology; theory and research on origins of sex differences; sex and racial bias in diagnosis and treatment; women's issues and implications for counseling; methodological issues in conducting research in the above areas. Open to advanced doctoral level students. Not offered 1989-90. Next offered Spring 1990-91

ED 742 Seminar in Consultation

The role of the counseling or school psychologist as a consultant to other professionals and parents is examined in detail. Theories and styles of consultation practices are reviewed. Preventative and curative values of consultation are emphasized. Not offered 1989-90. Next offered Spring 1990-91.

ED 743 Seminar in Counseling Families (S: 3)

Prerequisites: ED 640 and consent of the instructor

A study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended. Limited to 20 students. Counseling majors only. *Donna Moilanen*

ED 744 Psychology of Aging (S: 3)

This course is open to Master's and Doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective. *The Department*

ED 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psychophysiological theory and research will be reviewed as these apply. *The Department*

ED 746 Practicum in Counseling Adolescents and Adults II (S: 3)

Prerequisite: ED 646 or equivalent
First advanced practicum in psychological services and counseling with adolescents and adults. Students must sign up in McGuinn 315 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. Boston College Counseling majors only. *The Department*

ED 747 Practicum/Internship in School Psychology III (F: 3)

Prerequisite: ED 547, ED 647, consent of Francis Kelly
Students must sign up in McGuinn 315 at least four months in advance of registration. Students are placed in a comprehensive K-12 school system under the supervision of a practicing certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8:00 a.m.-3:00

p.m.). Boston College School Psychology majors only. *Jerrold Pollack*

ED 748 Practicum in Counseling-Children II (S: 3)

Prerequisite: ED 648; sign up four months in advance in McGuinn 315. Boston College Counseling majors only.
First advanced practicum in counseling and psychological services with children. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. *The Department*

ED 750 Practicum in Educational Administration and Supervision (F, S: 3)

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), School Business Administrator, Superintendent-Assistant Superintendent. A practicum is needed for each role together with approved required courses. The student will spend at least 150 clock hours at the practicum site and be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor and cooperating practitioner. Students will be assigned clear administrative responsibilities for at least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall or first semester placement and by November 1 for spring or second semester placement. By arrangement *Raymond Martin*

ED 755 Administrative Theory and Leadership I (F: 3)

This course is designed to study theories of administration and the historical changes that have taken place in them during the last fifty years. Research behind the theories will be addressed. *Mary Griffin*

ED 763 Rorschach Testing

Prerequisite: Projective Testing. The clinical use of the Rorschach Test for personality assessment of children and adults. Not offered 1989-90.

ED 770 History and Theory of Higher Education (F: 3)

The objectives of this course are: an understanding of the evolution, functions, and problems of various types of higher education institutions; an appreciation of the role of higher education in promoting civic, economic and cultural life in a free society; an insight into the theoretical issues relative to purposes and methods of higher education; and an acquaintance with the major trends in college curriculum and instructional practice. *Edward J. Power*

ED 771 Organization and Administration of Higher Education I (F: 3)

This course is designed to address patterns of organization and administration of institutions of higher education. Institutional characteristics and locus of decision-making will be examined. *Mary Griffin*

ED 772 Student Personnel-Student Development Programs in Higher Education (S: 3)

An interdisciplinary study and analysis of student personnel services and student development programs in higher education: The course will focus on the historical evolution of the profession, an understanding of student development education, the implementation of theory in contemporary practice within the college environment, and ethical considerations. Special attention will be given to administration and programs in residence life. In addition, functions which relate to various dimensions of the institution and student life, such as admissions, registration, financial aid, development, and alumni relations will be considered. Case studies, field visits, and talks by guest practitioners will be included as part of the course offering. Required course for M.A. candidates. *Mary Kinnane*

ED 773 College Teaching (S: 3)

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies. *Mary Griffin*

ED 774 The Community-Junior College (S: 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society. *The Department*

ED 775 Organization and Administration of Higher Education II (S: 3)

Prerequisite: ED 771

This course is designed to review the inner workings and functions of specific aspects of the university. Such functions as admissions, alumni relations, and communications will be addressed. *Mary Griffin*

ED 776 Critical Issues Within Continuing Education (F: 3)

Student demographics and trends for the eighties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted. *James Woods, S.J.*

ED 778 Theories in Student Personnel-Student Development (F: 3)

An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed. Required course for all students in Higher Education. *Mary Kinnane*

ED 781 Student Teaching Moderate Special Needs (F, S: 3, 6)

For students enrolled in the Special Educator Program. A minimum 8 week full-time practicum in programs for mild and moderate special needs children. Prerequisites include com-

pletion of all course and pre-practicum work and approval of the Program Director. Applications must be completed mid-semester prior to the practicum.
Kilburn E. Culley

ED 782 Student Teaching: Severe Special Needs (F, S: 6)

A full-time practicum (5 days per week) for students enrolled in the Severe Special Needs Program. Students will have progressively increasing responsibility in a classroom with severely handicapped children, either ED or MR, depending upon program concentration. By the end of the practicum, students will demonstrate the ability to handle the day-to-day instructional and administrative classroom activities. Students will be expected to independently complete IEPs on students in their class as well as participate in core conferences. Applicants must have completed all course and field requirements and have the approval of their Advisor. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office.

By arrangement *Kilburn E. Culley*

ED 783 Internship: Visually Handicapped (F, S: 3)

The advanced student in the Educator of the Visually Handicapped Program is assigned to a school for teaching/consultant experiences under the supervision of the cooperating school staff as well as B.C. Faculty.

By arrangement *Richard M. Jackson*

ED 791 Projects in Special Education and Rehabilitation (F, S: 1-3)

Open to advanced graduate students only. Credits to be determined.

By arrangement *The Department*

ED 800 Readings and Research in History and Philosophy of Education (F, S: 3)

Open only to advanced students in History and Philosophy of Education.

By arrangement *The Department*

ED 804 Analytical Research in Education (S: 3)

This course is concerned with those principles and rules designed to guide investigators engaged in historical, legal, policy, and descriptive studies in gathering source materials, appraising them critically, and presenting a synthesis of the results. Qualitative rather than quantitative in methodological emphasis, this course is open to doctoral students whose research interests are not strictly experimental.

Edward J. Power

ED 809 Education and Ethics: An Analysis of Contemporary Educational Issues

Within the context supplied by moral and educational philosophy that is sensitive to ethical considerations, many kinds of educational value can be understood. This understanding, this general theory of value, can lead to the resolution of important educational issues. The issues to be selected for analysis in this course will depend upon the students' major fields of interest, but all will be critical, current and, sometimes, controversial.

Not offered 1989-90.

ED 810 Seminar in Early Childhood

This course is divided into two parts, both dealing with different types of early experiences and the implications of these experiences for early childhood education. The first part

focuses on race and social class issues, dealing in depth with the IQ controversy, multicultural parenting and compensatory education. The second focuses on different family dynamics as well as the effects of divorce, maternal employment and daycare. The course concludes with a discussion of the teacher's role in helping the child deal with these problems as well as working with parents directly.
Not offered 1989-90. Next offered Spring 1990-91.

ED 811 Seminar in Effects of Early Experience

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of heredity-environment controversies in the areas of race, social class and sex differences. The second part involves an in-depth analysis of stress factors during the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed.
Not offered 1989-90. Next offered Fall 1991-92.

ED 813 Seminar on the Psychology of Parenthood and the Family

The seminar will focus on individual differences in parental behavior. Topics will include parental life history, personality variables, social support, life stress and the marital relationship. The course will begin with an examination of theoretical perspectives (Psychoanalytic, social learning, attachment theory, an integrative view) and will then turn to a critical examination of current research on the psychology of parenthood and the family.
Not offered 1989-90. Next offered 1990-91.

ED 814 Seminar in the Psychology of Adulthood

Prerequisite: Permission of the instructor
Topics will include: historical and cross-cultural perspectives; life cycle theory; psychological needs; physiology; interpersonal relations; androgeny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging; facing death; and the special educational needs of adults.
Not offered 1989-90.

ED 816 Seminar in Gerontology

Prerequisite: Permission of the instructor
Topics will include: theoretical perspectives of aging, comparative analysis of biological, health, and psychological aspects; constraints in socialization; family patterns, work, leisure, and retirement issues; living environments; death and dying; economics; exploitation, politics; and future prospects.
Not offered 1989-90.

ED 817 Seminar in Adolescent Psychology (S: 3)

In addition to reviewing theory and recent research, students will participate in a research project on adolescence.
John S. Dacey

ED 819 Educational Change: The Communication of Innovations

Prerequisite: ED 720, ED 914, or consent of instructors.

This course will examine how change that effects occupational behavior takes place within organizations and individuals as a result of the

intentional behavioral interventions of change agents. Both theoretical frameworks and case studies will be examined to help course participants obtain a perspective on possible roles they might take as educational change agents and the type of responses that might be expected from such interventions. Ways of obtaining both monetary funding and community/organizational support for innovation projects will be examined.
Not offered 1989-90. Next offered Spring 1990-91.

ED 821 Practicum in Science Education (Independent Study)

A specialized course for graduate students wishing to carry out supervised independent curriculum development, inservice training of teachers, proposal writing, and/or research in the field of Science Education or related areas. The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The student is asked to get the consent of the instructor before registering for the course.
Not offered 1989-90. Next offered 1990-91.

ED 829 Design of Research (F, S: 3)

This course considers topics pertaining to the conduct of research. Topics examined will include stating research problems and hypotheses, sampling strategies, operationalizing variables, ethical concerns in conducting research, and the limits of research. A large part of the course is devoted to methodological strategies associated with varied research designs, including qualitative, historical, single subject, survey, experimental, quasi-experimental, and correlational.

Fall:

The Department

Spring:

Ronald L. Nuttall

ED 830 Directed Research in Religious Education (F, S: 3)

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.
By arrangement

Maureen R. O'Brien, Coordinator

ED 836 The Theologian and Minister as Teacher (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

ED 839 Psychology of Adult Religious Development (S: 3)

Margaret Gorman

ED 840 Seminar: Professional Issues in Counseling Psychology (F: 3)

Prerequisites: Consent of instructor

An advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include: certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology. Open to doctoral students in counseling psychology.

Gerald Koocher

ED 841 Seminar in Evaluation and Research in Counseling (F: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 315 in advance.

A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measure-

ments. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches.

Bernard O'Brien

ED 842 Seminar in Counseling Theory (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 315 in advance.

An analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients.

By arrangement

Sandra Crump

ED 843 Seminar in Career Development (F: 3)

Prerequisite: ED 448 or equivalent. Sign up four months in advance in McGuinn 315. Boston College Doctoral students in Counseling Psychology only.

Research methodology and findings related to key aspects of career theory and behavior are critiqued. Research related to sex differences and racial/ethnic issues is also highlighted.

Donna Moilanen

ED 844 Seminar in Counseling Supervision (F: 3)

Prerequisite: Sign up in advance in McGuinn 315. Doctoral students in Counseling Psychology only.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

Sandra Crump

ED 845 Seminar in Group Theory and Research (S: 3)

Prerequisite: ED 640 or equivalent. Doctoral students in Counseling Psychology only.

The theory and research on small group therapy is surveyed. Emphasis is placed on a critical review of both theoretical and methodological issues related to the process and outcome aspects of small-group functioning. Students will be expected to focus on one aspect of small-group functioning in the process of conducting a review of the literature and developing a research proposal to address the identified issues.

Donna Moilanen

ED 846 Advanced Counseling Practicum (F, S: 3)

Prerequisite: ED 746 or equivalent

Students must sign up in McGuinn 315 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.–Fri. 8 a.m.–5 p.m.)

Work (200 clock hours) under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary counseling agency. Boston College Counseling majors only.

By arrangement

Kenneth Wegner

ED 847 Practicum/Internship in School Psychology IV (S: 3)

Prerequisites: ED 747 or equivalent and consent of Francis Kelly

Students must sign up in McGuinn 315 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one.

Boston College School Psychology majors only.

The Department

ED 849 Internship in Counseling Psychology (F, S: 1–2)

Prerequisite: Consent of Professor. Minimum of 400 clock hours of counseling practicum (e.g. ED 646, 746, 846). Sign up four months in advance in McGuinn 315. Boston College Doctoral Candidates in Counseling Psychology only.

Students must complete the equivalent of one full academic year in internship either half-time for four semesters (1 credit hour per semester), or full time for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities.

By arrangement

849.01 (1 credit)

Sandra Crump

849.02 (2 credits)

Sandra Crump

ED 851 Qualitative Research Methodologies

The study of methodologies appropriate for educational problems which are of a sociological, anthropological, or cultural (cross-cultural) nature. Emphasis is placed on ethnographic methods including observation, case study development and/or analysis, action-research logs, transcript analysis, and expert testimony, among others. The course is designed for the study of those problems which cannot be treated appropriately using empirical or historical research.

Not offered 1989–90.

ED 852 Administrative Communications (F: 3)

This course is designed to help you acquire a better understanding of the issues associated with communicating effectively as an administrator in a diverse society. The course examines the interplay between classic communication issues (organizational structure, verbal and non-verbal style communication, personality type, conflict management, written communication, listening skills, etc.) and diversity (race, class, gender, and power).

Cesar McDowell

ED 853 School Business Management (S: 3)

Prerequisite: ED 452

This seminar will consider in depth the major sources of school financial support. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on financial planning and sound business management practices operative in school systems. Each student will complete an independent study in one area of school business management.

Vincent Nuccio

ED 857 School Plant Planning (S: 3)

This course will consider criteria for adequate school plants, building operations and management; the relation between the educational program and school facilities; site selection; building layout; and financing procedures. Special emphasis will be placed on the evaluation of existing school plants, rehabilitation, and energy conservation. The course includes visits to new and recently rehabilitated school buildings.

Vincent Nuccio

ED 858 Administrative Theory and Leadership II

Prerequisite: ED 755 or consent of the instructor

This course will briefly review theories of administration. Its focus will be on leadership styles (especially one's own) in today's educational milieu. Assessment instruments, case studies, and simulations will be used to address the study of leadership.

Not offered 1989–90. Next offered Spring 1990–91.

ED 859 Projects and Research in Educational Administration, Curriculum, Instruction, and Supervision (F, S: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration.

By arrangement

The Department

ED 860 Survey Methods in Educational and Social Research)

Prerequisite: One year of statistics

The design of surveys, including sampling theory, and development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

Not offered 1989–90. Next offered Spring 1990–91.

ED 861 Construction of Attitude and Opinion Questionnaires (F: 3)

This course is usually taken as the *first* of a two-course sequence with the second semester ED 860 Survey Methods in Education and Social Research (see above). Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed. The use of advanced computer data analysis systems.

Ronald L. Nuttall

ED 863 Internship in Educational Research (F, S: 1–3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

ED 871 Issues in American Higher Education (S: 3)

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of

problems in such areas as institutional management as well as in the field of social policy.

Edward B. Smith

ED 878 The College, Courts and the Law (F: 3)

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action.

The Department

ED 879 Seminar on Innovations in the Higher Education of Women

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas affecting higher education, students in the field, administrators, faculty, and counselors.

Not offered 1989–90.

ED 880 Contemporary Issues in Special Education

An advanced seminar for doctoral students in Special Education and Rehabilitation. Students will research, compile, and present defensible positions on an array of contemporary problems and issues in special education and rehabilitation. Familiarity with pertinent literature will be emphasized, and stress will be placed on students' abilities to write at a professional level.

Not offered 1989–90. Next offered Spring 1990–91.

ED 881 Special Education Legislation and Regulations

This course will provide the student with a comprehensive overview of legislation and regulations in special education, together with an historical and current understanding of the role of the court in interpreting special education law. Topics to be covered include but are not limited to: the U.S. legal system and how it works; landmark court cases; basic components of federal legislation; due process and advocacy; special education funding; current legal issues and future trends.

Not offered 1989–90. Next offered Fall 1990–91.

ED 882 Vocational Assessment Strategies for Adolescents and Adults

This course reviews standardized, situational, and eco-behavioral assessment issues and strategies for adolescents and adults with severe special needs. Practical guidelines for applying intelligence/achievement tests, interest inventories, behavior rating scales, manual dexterity tests, and work samples are discussed. Market analysis, job analysis, task analysis, and discrepancy analysis techniques for community-based programs are emphasized. Actual use of each assessment tool and eco-behavioral technique is required.

Not offered 1989–90. Next offered Fall 1990–91.

ED 883 Dissertation Seminar in Special Education and Rehabilitation (S: 3)

Prerequisite: Design of Research I or permission of the instructor.

Open to doctoral students in Education, this seminar is designed to assist them in the preparation of formal dissertation proposals. Guidelines for the development of topics suitable

for empirical investigations will be provided. Each student will present a proposal draft for peer and faculty reaction, followed by a completed proposal for faculty review.

Richard Jackson

ED 910 Projects in Educational Psychology (F: 3)

By arrangement

The Department

ED 911 Seminar in Cognitive Processes

This course focuses on a variety of approaches to understanding cognitive processes. Topics include: thinking and problem-solving, selective attention, perception, memory processes, meta-cognition and the relation between personality and cognition. There will be special emphasis on the development of these cognitive processes and on individual differences. Not offered 1989–90. Next offered Fall 1990–91.

ED 913 Seminar in the Theories of Motivation (F: 3)

Prerequisite: Permission of the instructor

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

John Travers

ED 915 Culture and Psychology

Prerequisite: Permission of the instructor

This is not a course in social psychology but an examination of the ways in which contemporary psychologies affect and determine contemporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.

Not offered 1989–90.

ED 916 Seminar in the Theories of Child Development

Prerequisite: Permission of the instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, and socialization). Not offered 1989–90. Offered Fall 1990–91.

ED 919 Readings and Research in Educational Psychology (S: 3)

The Department

ED 936 Doctoral Seminar in Religious Education (F, S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary K. Oosdyke, O.P.

ED 940 Projects in Counseling Psychology (F, S: 3)

Open to advanced students only. Independent, directed study.

By arrangement

The Department

ED 941 Dissertation Seminar in Counseling Psychology (F: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of the instructor. Sign up previous semester in McGuinn 315.

Open to doctoral students in Counseling Psychology. Focus will be on research topics relevant to counseling psychology. Designed to assist students in preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Kenneth Wegner

ED 950 Dissertation Seminar in Curriculum, Instruction and Administration (F, S: 3)

This is a student-centered seminar which is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis and work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established their Thesis Committee. This course meets every other week for the entire year.

Vincent Nuccio

ED 953 Advanced Seminar in Supervision (S: 3)

An advanced seminar for doctoral students in Curriculum, Instruction and Administration, or with permission of professor. This seminar will concentrate on current and recent major issues in the area of supervision and evaluation. Students will submit papers and give oral presentations on selected topics. Knowledge of current research and literature will be stressed. Attention will be given to the application of supervision as it relates to the entire school system. Participants will complete a project which involves a field study in a selected school system.

Raymond Martin

ED 956 Legal Aspects of Educational Administration II (S: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decision at the superintendent and/or principal level.

This is an advanced course to follow ED 456 and is most useful to principals, superintendents and central office personnel.

The Department

ED 958 Internship in Educational Administration (F, S: 3–6)

A two-semester guided field experience consisting of 300 clock hours for students enrolled in Doctoral programs. (Advisor and student should plan for the internship when developing the doctoral program and the type of placement and role description should be determined.) Application is to be completed by April 15 for fall semester placement and by November 15 for spring semester placement. Interns will be assigned a faculty supervisor and a cooperating practitioner.

Interns will maintain a journal of reflections on professional aspects of the experience and keep a log of time spent in specific activities. Three self-evaluations will be completed during the experience and submitted to the fac-

ulty advisor and cooperating practitioner. Interns will be evaluated by the faculty advisor and cooperating practitioner.

The internship experience (300 clock hours) may be used as the field experience requirement for the purpose of certification in one area of administration. The areas are listed under the course description for ED 750. If you intend to use the internship for the purpose of certification you must declare the intent. The Department of Education must clear and authorize the placement site for the internship and proper paperwork must be submitted. If you wish certification in a given area you must complete the courses required for the certificate. It is critical that you work closely with your advisor to insure that all the necessary courses are completed.

By arrangement *Raymond Martin*

ED 960 Seminar in Educational Measurement and Research

Consideration of recent literature dealing with theoretical and procedural developments in measurement, evaluation, and research methodology.

Not offered 1989–90.

ED 961 Projects in Educational Research and Measurement (F, S: 1–3)

Open to advanced students only. Credits to be determined.

By arrangement *The Department*

ED 969 Teacher Education: A Global Perspective (F: 3)

Global education is the lifelong growth in understanding through study and participation of the world community and the interdependence of its peoples and systems. This course will explore those systems with emphasis on such issues as education, environment, hunger, terrorism, women, aging, and spirituality. Educators must understand the global implications of decisions made in these areas and the need for responsible citizenry for the globe's future. Practical applications for global educational awareness will be researched.

Dates: September 29–30; October 27–28; December 1–2 *Sr. Clare Fitzgerald*

ED 972 Colloquium: Student Cultures and the College Experience (F: 3)

A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and international settings. A study of contemporary student protests and its implications will be included in the colloquium.

Mary Kinnane

ED 975 Internship in Higher Education (F: 3–S: 3)

Majors in higher education will select an educational research setting in an on-campus or off-campus setting. Under professional supervision the student will participate in the day-to-day work of the office submitting a final report of activities.

By arrangement *Mary Kinnane*

ED 981 Supervised Internship: Special Education and Rehabilitation (F, S: 1–3)

Students serve as interns in local, state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students only.
By arrangement *John Butterworth*

ED 986 Dissertation Division Seminar
Not offered 1989–90. Next offered 1990–91.

ED 988 Dissertation Direction (F: 3–S: 3)

Prerequisite: Consent of academic advisor
All advanced doctoral students are required to register for six credit hours of dissertation direction.

By arrangement *The Department*

ED 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for ED 999, students must use the section number assigned to their dissertation directors to assure proper recordkeeping.

The Department

English

Faculty

Professor J. Robert Barth, S.J., Ph.D., Harvard University

Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, Chairperson of the Department
A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Robert E. Reiter, A.B., St. Bonaventure University; Ph.D., University of Michigan

Associate Professor Frances L. Restuccia, B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Associate Professor William Youngren, A.B., Amherst College; A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Robert L. Chibka, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Assistant Professor Mary Thomas Crane, A.B., Harvard College; A.M., Ph.D., Harvard University

Assistant Professor Suzanne M. Matson, B.A., Portland State University; M.A., Ph.D., University of Washington

Assistant Professor Alan Richardson, A.B., Princeton University; A.M., Ph.D., Harvard University

Assistant Professor Jennifer A. Sharpe, B.A., Ph.D., University of Texas at Austin

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor James D. Wallace, B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Program Description

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliog-

raphy and Methodology, and to pass two examinations: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

The examination in foreign languages will be offered each semester and at the end of the summer session. The candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better; or College Entrance Examination Board scores indicating upper-percentile achievement.

The oral examination, based upon a list of books intended to be representative of the historical scope of English and American Literature is offered on two dates each semester and again in the summer and may be taken only after the candidate has completed all course requirements (or is enrolled in the final courses necessary for completion of all course requirements) and the foreign language examination.

Copies of the list of titles upon which the candidate will be examined are available upon registration from the Department. Students are advised to make use of the Departmental counseling services in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work and letters of recommendation. Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English are strongly recommended, not required.

Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. A culminating master's project will allow the student, in consultation with an advisor, to pursue a topic of special interest. At the end of a student's course of study, the Master's candidate

undergoes an oral examination testing his ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commonwealth of Massachusetts.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid, consisting of Graduate Assistantships or Teaching Fellowships. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas, such as history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

Doctor of Philosophy Program

Normally no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual

tutorials. Most students will have taken an average of eight courses by the end of the second year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question or translating a substantial critical or literary text currently unavailable in English.

Examinations

Each student will direct a course of study toward completion of one major and three minor examinations. A major examination consists of a two hour oral, usually on a period or a genre. Minor examinations focus on more concentrated problems and may take a variety of oral or written forms such as a lecture, the plan for a course, the design of an anthology.

A *major examination* consists of a two-hour oral examination usually on a period or genre.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of an oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view: design of a course or plan for an anthology; delivery of a lecture; preparation and defense of a paper for publication.

All examinations are graded according to the University scale for graduate examinations. The chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

Students are required to teach two one-semester undergraduate courses under the supervision of a member of the faculty. For at least one of the semesters the student will teach in an individually designed section of the departmental Freshman English course, in Critical Reading and Writing. For the other semester the student may continue to work in this program or may teach a course of the student's own design for more advanced undergraduates, or may work in a course for beginning English majors in cooperation with a member of the faculty and other doctoral students who will discuss and try out various ways of teaching literature.

The Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and including a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission.

sion and graduation. This information can be obtained from the English Department office or the University Registrar's office.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquia, at which faculty members, outside speakers, or doctoral students lead discussions of literary topics. Graduate students and faculty are invited.

Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study in consultation with the Advisor to the program.

Students should keep the following guidelines in mind (counting each required seminar, examination, semester of teaching as one unit):

2 to 3 units should be completed by the beginning of the second year;

5 to 7 units should be completed by the beginning of the third year;

10 units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

Course Offerings

Graduate Courses

EN 045-046 English for Foreign Students, Graduate Level (F, S: 0)

This course is designed for graduate students and Visiting Scholars whose native language is not English. It is offered both Fall and Spring semesters, on a non-credit basis, free of charge; spouses of graduate students and Visiting Scholars are also welcome to attend. One class meeting a week focuses on listening and speaking skills, including pronunciation, idiomatic use, and understanding rapid casual speech. The second class meeting serves as a workshop for improving academic writing skills.

EN 701 Chaucer (S: 3)

We will study the *Canterbury Tales*, a few other poems by Chaucer, ancillary documents treating medieval life and art, and selected Chaucerian scholarship.

Richard Schrader

EN 708 Introduction to Contemporary Theory (F: 3)

This course is designed to help graduate students in literature become familiar with some major trends in contemporary critical theory. Because an attempt to cover all aspects of this field is bound to produce confusion, vertigo, nausea, and despair, we will concentrate on only three areas: deconstruction, psychoanalytic criticism, and feminism. Readings will include texts by such figures as Barthes, Derrida, Kristeva, Freud, Lacan, Irigaray, Gilbert and Gubar, Cixous, and others. To prevent us from becoming lost in the outer space of abstraction, we will study some examples of the practical applications of these three forms of literary theory in textual analysis.

Robin Lydenberg

EN 711 Reading and Teaching Poetry (F: 3)

Focusing on some of the major lyric poems in the English and American traditions, this course is designed both to allow students to develop their skills as readers of poetry and to generate strategies and models for the teaching of poetry. Through class discussion and a variety of written exercises, we will deal with the linguistic, structural, and prosodic means by which poets train their readers to apprehend their meanings.

Robert Kern

EN 713 Studies in Seventeenth Century (S: 3)

This course will be devoted chiefly to the poetry of Donne and Herbert, and to a lesser extent the poetry of the next generation (e.g., Vaughan, Marvell). We will also read some prose works by Donne and Herbert and the early biographies of these writers written by Izaak Walton.

Dayton Haskin

EN 724 (AS 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

Christopher Wilson

EN 728 Studies in the 18th-Century British Novel (S: 3)

This course investigates what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We explore such issues as the "novelty" of the form and its ties to previous forms of discourse, tensions in the novel between historical "realism" and imaginative artifice, interactions of moral and aesthetic values, and relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, Defoe, Richardson, Fielding, Smollett, Sterne, Radcliffe, and Austen. Classes are conducted largely as discussions.

Robert Chibka

EN 734 Afro-American Literature (S: 3)

Close reading of "classic" and contemporary texts, with attention to their interpretation of blues, folkloric and American traditions. There will also be comparisons of black and white writers, discussion of recent literary criticisms in the field and an examination of ways to include Afro-American literature in courses that one expects to teach.

Henry Blackwell

EN 735 British Romantic Poets (S: 3)

The development of Romanticism in 19th century England. The course will concentrate on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, Hazlitt, and Keats. There will also be a continuing consideration of important philosophical and historical backgrounds.

John Mahoney

EN 740 Major Victorian Poets (F: 3)

A reading of the principal poems of Tennyson, Browning, Arnold, and Hopkins.

John McCarthy

EN 742 Mid-Victorian Fiction (F: 3)

This course will concentrate on major novels by Thackeray, Dickens, C. Brontë, and Eliot, with special attention to narrative poetics and

to ways that the narrative structures address and contain Victorian social tensions.

Rosemarie Bodenheimer

EN 756 American Fiction of the Nineteen Eighties (F: 3)

A walk towards the century's Edge of Uncertainty: with Roth, *Counterlife*; Updike, *Roger's Version*; Stone, *Children of Light*; Irving, *The Cider House Rules*; Erdrich, *Love Medicine*; and others.

Leonard Casper

EN 757 Studies in Spenser and His Contemporaries (F: 3)

Using some of Spenser's shorter poems and parts of *The Faerie Queene* as a focus, we will read them in the context of poems by Wyatt, Sidney, Shakespeare and other sixteenth-century writers to build a sense of this period. Writing assignments will be designed by individual consultation. There will be no examinations.

Anne Ferry

EN 758 Literary Biography (F: 3)

Literary biography examined as an art form, including thesis biography, definitive, authorized, documentary, psycho-critical, investigative, debunking, muckraking, demythologizing, interim, interior, historical, oral, grapefruit, intimate, fictional, and dual. Subjects will include Dreiser, Emerson, Stout, Austen, Freeman, Hemingway, Dickinson, Hawthorne, Melville, Thoreau, Doyle, Frost, Lovecraft, Wharton, and Sayers.

John McAleer

EN 781 Reading and Teaching Novels (S: 3)

This is a workshop course designed for those who are, or will soon be, teaching long narratives to undergraduates, and for those who want a chance to think about the relationship between the art of reading novels and the invention of strategies for teaching them. The texts will be six 19th- and 20th-century novels, each presenting somewhat different problems and opportunities for the teacher. We will spend two sessions on each: in the first we will develop topics and an outline of classes through general discussion of the novel; in the second we will concentrate on the design of individual classes: choosing passages for focus, asking questions, etc.

Andrew Von Hendy

EN 873 Shakespeare (S: 3)

In this course we will read a selection of Shakespeare's later plays, including *Twelfth Night*, *Troilus and Cressida*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Pericles*, *The Winter's Tale* and *The Tempest*. One concern of the course will be to reconsider these plays in light of recent post-structuralist, new historicist, and feminist criticism. We will use the collection of essays entitled *Shakespeare and the Question of Theory*, and other recent books and articles.

Mary Crane

EN 874 British Fiction: Long Novel: Richardson to Trollope (S: 3)

A study of six major multi-volume or multi-art novels, each of which tried consciously to "encompass" its whole age and to provide a psychology, a sociology, and a political or moral critique for its times. We will study ideas connected with the "Age of Reason," the "Romantic" and "Victorian" ages as well as trace a history of fiction as we read Fielding's *Tom Jones*, Richardson's *Clarissa*, Maturin's *Melmoth the*

Wanderer, Dickens's *Bleak House*, Eliot's *Daniel Deronda*, and Trollope's *The Way We Live Now*.
Judith Wilt

EN 899 Readings & Research

EN 882 Bibliography and Method (F, S: 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism.
Limited enrollment

Robert Reiter
Richard Schrader

EN 915 Seminar: Modern British Novel (F: 3)

A seminar on Modern British writers and their relationship to Modernism. We will read Conrad, Ford Madox Ford, James, Joyce, Lawrence, Woolf, and E.M. Forster. Critical essays will be assigned in connection with each of our texts, and some theory of modernism will also make up our reading list.

Frances Restuccia

EN 916 Seminar: Shakespeare: Feminists and Others (S: 3)

A seminar for doctoral students which will concentrate on recent Shakespearean scholarship with particular attention to some Feminists, e.g., Coppelia Kahn, and other approaches, e.g., Richard Levin, Harry Berger, Stephen Greenblatt.

P. Albert Duhamel

EN 998 Doctoral Comprehensive (F: 0–S: 0)

By arrangement

EN 999 Doctoral Continuation

By arrangement

Fine Arts

Faculty

Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Kenneth M. Craig, B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Associate Professor Jeffery W. Howe, Chairperson of the Department
A.B., Carleton College; Ph.D., Northwestern University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Assistant Professor Elizabeth G. Awalt, B.A., Boston College; M.F.A., University of Pennsylvania

Assistant Professor Reva Wolf, B.A., Brandeis University; M.A., Ph.D., Institute of Fine Arts, New York University

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Course Offerings

FA 311 (CL 219) Greek Art and Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 342 Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

FA 347 Italian Baroque Art and Architecture (F: 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, the Borromini. Their powerful works influenced all of Europe and profoundly changed the face of the city of Rome. This course will discuss the painting, sculpture, and architecture produced in Italy in the seventeenth century and the historical environment which nurtured it, with particular emphasis on Rome.

Josephine von Henneberg

FA 356 Art Since 1945 (S: 3)

This course focuses on art in the United States since 1945, particularly of the past ten years, though European developments will also be taken into account. As a framework for examining contemporary artistic trends, special emphasis is placed on the work of Abstract Expressionists (including Jackson Pollock and Barnett Newman) and Andy Warhol, as epitomizing, respectively, what recently has been perceived as the end of "Modernism" and the beginning of "Postmodernism." Whether "Postmodernism" can be defined, and its relationship to contemporary trends in literary theory—Structuralism, Post-Structuralism, Deconstruction—are explored. Stylistic development, historical and sociological factors, artists' writings

and contemporary criticism all contribute to an understanding of the art studied.

Reva Wolf

FA 357 Modern Sculpture (F: 3)

Beginning with the work of Rodin, the major breakthroughs of twentieth-century sculpture are explored: the use of non-traditional materials, techniques, forms and subject matter in the work of Matisse, Picasso, Duchamp, Brancusi, Tatlin and the Russian Constructivists, Gonzales, and the Surrealists. The possibilities opened up by these breakthroughs are then studied, as manifested in the work of artists such as David Smith, the Pop, Minimal, Conceptual and Earthwork artists of the 1960s, and in the recent renaissance of public sculpture. Special emphasis is placed on the relationship between sculpture and (a) the other arts, (b) the environment, and (c) the everyday object. The significance of historical, philosophical, political and sociological factors is considered.

Reva Wolf

FA 382 Women and Film (S: 3)

Since 1966, with the establishment of NOW (National Organization for Women), there has begun to develop a greater consciousness of women's complex, catalytic role in society. In the past, this awareness has only been paralleled during the Suffragette Movement and World War Two. In these situations, film has captured this growth of consciousness and has left us a socio-historical glimpse of the evolution of women on screen as well as behind the camera.

This course, while attempting to chart this development through the graphic testimony of film, will thus have a dual focus. On one hand it will trace the changing role of women from the vulnerable damsel in distress of the silent film, through the feisty heroine of the Film Noir, to the more balanced and at times more assertive professional woman of the Seventies and Eighties. On the other hand, with women playing a more active role in production (directing and screenwriting), a more sensitive and authentic image of women has often emerged on the screen. The appearance of several directors, critics, and sociologists, will help elucidate the various topics of friendship/bonding, sexual identity, professionalism, creativity, political power, and stereotyping, among others.

John Michalczyk

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then the students will be introduced to script breakdown, location scouting, shooting schedules, making the "board," budgeting, funding, production design, and costume research. Possible student projects will entail art-historical research related to costumes, props or possible architectural ambiances for such films, the making of shooting schedules and "boards," research into appropriate musical themes; etc.

Pamela Berger

FA 391 Museum Studies (F: 3)

An introductory survey of the history, theory, and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and firsthand

study of their operations. The major class project may be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

The Department

FA 394 Critical Writing on Art (S: 3)

Essentially a writing workshop, the two primary goals of this course are to improve the students' skills in writing about art, and to provide a history of art criticism from around 1750 to the present. Students write a series of short exhibition reviews and essays on single works of art. These are discussed in the classroom, edited by the professor, and revised by the student. Current writing on art in newspapers, periodicals and books is also analyzed in class. The focus is on contemporary art, although writing on the art of other periods is examined. At the end of the course, each student selects one of the writing assignments for submission to an art magazine, which is produced by the class.

Reva Wolf

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Kenneth Craig

FA 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

Studio Art (including Film and Photography)

FS 301-302 Drawing IV-Drawing V (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor.

The course uses the human figure to expand students' abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

John Steczynski

FS 323-324 Painting IV-Painting V (F: 3-S: 3)

Prerequisite: FS 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting III but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

Elizabeth Awalt

FS 344 Ceramics III—Vessels/Wheelthrowing (F: 3-S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding

and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Mark Cooper

FS 345, 346, 347, 348 Advanced Ceramics II, III, IV, V, VI, VII (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times Wednesday or Thursday. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction.

Mark Cooper

FS 363 Photography III (S: 3)

Prerequisite: FS 261-262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. The course will concentrate on traditional and non-traditional photographic image-making, with extensive darkroom production and field trips. The class will act as a forum for critiquing work and for presenting historical and contemporary slides. 35mm camera is required. Class limited to 15 students.

Charles Meyer

FS 376 Liturgical Art (S: 3)

A study of the theory, the history and the practice of liturgical art, considering both western and eastern Christian traditions. The course will incorporate readings, illustrated lectures (possibly supplemented by field trips), seminar discussions, class presentations and studio workshop. The goal will be to generate sufficient understanding and enthusiasm to enable the class to produce work for incorporation into a liturgical celebration. An interest and some background in both liturgy and art are presumed; the course will try to accommodate the expertise and the ability of the individual student.

John Steczynski

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

Note: A laboratory fee is charged in all studio courses.

Geology and Geophysics

Faculty

Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Professor J. Christopher Hepburn, Chairperson of the Department
A.B., Colgate University; A.M., Ph.D., Harvard University

Professor James W. Skehan, S.J., Director,
Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., A.B., Boston College; Ph.D., University of Southern California

Associate Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Associate Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Associate Professor Alan L. Kafka, B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Assistant Professor John F. Devane, S.J., Acting Director, Weston Observatory
A.B., A.M., Boston College; M.S., Fordham University

Program Description

Master of Science Program

The Department offers graduate programs leading to the M.S. degree in Geology, Geophysics, or a combination of the two. Many students seeking future employment in industry find that programs combining Geology with practically oriented Geophysics are particularly attractive.

The Department, with approximately 30 graduate students in residence, is housed in Devlin and Higgins halls on campus, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtain a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Research in the Department covers a broad range of topics, including: Marine Geology,

Coastal Sedimentation, Physical Sedimentation, Seismology (including crustal studies of New England using the 40+ station New England Seismic Network), Geomagnetism, Structural Geology, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses). Many of these various types of studies are being integrated by faculty and students to better understand the geology, geophysics, and evolution of the Northern Appalachians.

Boston College is a participating institution for available government fellowships and grants. The Department also offers a number of Teaching and Research Assistantships to qualified students.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for *September* admission, they must be received by *May 1*. Applications from those applying for *financial aid* and *assistantships* for September need to be completed by February 15.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program which is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed basic courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the faculty advisory committee, must be completed in addition to a research thesis for graduation. Up to two of the required courses are allowed for the M.S. Thesis. Normally no more than one Reading and Research course (GE 797, 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a B average in all Departmental courses and those undergraduate courses (0–299) in the other sciences and mathematics. A comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses which are unavailable at Boston College, but available at Boston University or Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first partic-

ipating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Course Offerings

An asterisk after a course indicates that the course carries a laboratory fee.

GE 200 Mineralogy* (F: 4)

Prerequisites: GE 132, 134, first year of Chemistry, may be taken concurrently. Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

Rudolph Hon

GE 250 Environmental Geology (S: 4)

Prerequisites: GE 115 or 132, or equivalent. The surficial environment and the geological processes of the earth will be examined in some detail. Man's influence on and alteration of these processes and environments will be emphasized. Specifically pollution as it affects the surface water, ground water, the ocean, and atmosphere will be studied. The problems of waste disposal as well as mineral and energy development will be analyzed. Some of the legal implications of man's actions and reactions to the problems and processes of the environment will be discussed. This course is intended for Environmental Geoscience majors and others interested in an intensified course. Two one-hour and fifteen minute lectures plus a two-hour laboratory per week.

Benno M. Brenninkmeyer

GE 264 Stratigraphy and Sedimentation*

Prerequisite: GE 132 and 134 or equivalent. The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

Offered alternate years; will be offered 1990-91

George D. Brown, Jr.

GE 270 Petrology I (F: 4)

Prerequisites: First year of Chemistry, GE 132, 200 or equivalent

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction

of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in igneous systems.

Three hours of lecture per week. Laboratory GE 271 is required.

Offered alternate years.

*J. C. Hepburn
Rudolph Hon*

GE 271 Petrology I, Laboratory* (F: 0)

The laboratory exercises are directly synchronized with GE 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week.

*J. C. Hepburn
Rudolph Hon*

GE 272 Petrology II (S: 4)

Prerequisite: GE 270 or equivalent

A continuation of GE 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory GE 273 is required.

Offered alternate years.

*J. C. Hepburn
David C. Roy*

GE 273 Petrology II Laboratory* (S: 0)

Laboratory for GE 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

*J. C. Hepburn
David C. Roy*

GE 285 Structural Geology I:* Field Aspects

Prerequisite: GE 132 and 134 or equivalent

This course is oriented toward solving problems of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Two hours of lecture, one 1 1/2 hour problem solving/laboratory session per week and six all-day Saturday sessions in the field.

Offered alternate years; will be offered 1990–91.

The Department

GE 302 Geochemistry

Prerequisites: College Chemistry, GE 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Not offered 1989–90

Rudolph Hon

GE 325 Geologic Computing and Computer Graphing

Focus of this course is on applications of desktop workstations to solutions of problems in

earth science disciplines. Solution strategies will include effective data management, data processing, statistical analysis and graphical analysis. The course is intended mainly for those who are interested and have the need to apply workstations in their studies and research.

Not offered 1989–90

Rudolph Hon

GE 330 Principles of Paleontology* (S: 4)

Prerequisite: GE 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

George D. Brown, Jr.

GE 345 Human Evolution and Paleontology

Prerequisite: GE 190 or instructor approval

A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students. Term paper and field trips.

Not offered 1989–90

George D. Brown, Jr.

GE 350 Regional Geology of North America

Prerequisites: GE 132–134, 285 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

Offered alternate years; will be offered 1990–91.

George D. Brown, Jr.

GE 385 Structural Geology II, Analytical Aspects (S: 4)

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding will be treated in terms of folding processes and retrodeformation methods, utilizing the concepts of balanced cross-sections.

One additional two-hour problem session laboratory per week.

Offered alternate years; will be offered 1990–91.

E. G. Bombolakis

GE 391 Introduction to Geophysics (S: 3)

Prerequisites: GE 132, 134; MT 200–201; PH 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

GE 395 Hydrology (S: 3)

Prerequisites: GE 134, 200, Chemistry 110, MT 101 or 103; or equivalents.

An introduction to hydrological processes on the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the en-

vironment will be stressed. Three hours of lecture per week.

The Department

GE 450–452 Exploration Geophysics I and II (F: 4–S: 4)

Prerequisites: GE 132, MT 200–201 or MT 204, PH 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

*John E. Ebel
John F. Devane, S.J.*

GE 460 Modern and Ancient Sedimentary Environments

Prerequisites: GE 132, 134, 200, 264, or equivalent

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Offered alternate years; will be offered 1990–91.

*Benno M. Brenninkmeyer
George D. Brown, Jr.*

GE 484 Chemistry of Natural Water Systems (S: 3)

Prerequisites: College level of introductory chemistry and calculus.

Natural water systems consist of surface and subsurface water reservoirs which are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Rudolph Hon

GE 500 Potential Field Theory (F: 3)

Prerequisites: MT 300–301; PH 211–212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Offered alternate years; will be offered 1990–91.

John F. Devane, S.J.

GE 505 Micropaleontology*

Prerequisite: GE 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

Not offered 1989–90

George D. Brown, Jr.

GE 520 Sedimentary Petrology*

Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment,

sedimentary provenance and depositional environments will be explored.

Offered alternate years; will be offered 1990–91.

David C. Roy

GE 525 Theory of Mineral Equilibria

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part of the course we will apply these same principles to metamorphic reactions and silicate melt crystal phase equilibria. Special emphasis will be given to applied geothermometry and geobarometry.

Offered alternate years; will be offered 1990–91.

Rudolph Hon

GE 526 Igneous Petrology (S: 3)

Prerequisites: GE 272, 525 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Rudolph Hon

GE 528 Metamorphic Petrology (F: 3)

Prerequisites: GE 272 or equivalent

The nature and origin of rocks that formed by metamorphism from pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism.

J. C. Hepburn

GE 530 Marine Geology

Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer

GE 539 Coastal Geology (F: 3)

Prerequisites: GE 132, 134, MT 200–201 or MT 204, PH 211

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Benno M. Brenninkmeyer

GE 542 Engineering Geology

Prerequisites: PH 211 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments, utilizing principles of geotechnical engineering. The problems will include basic processes such as those in hydrology that affect the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Not offered 1989–90

E. G. Bombolakis

GE 547 Advanced Structural Geology (F: 3)

Prerequisite: Consent of instructor

The course begins with an introduction to deformation of the lithosphere and analyses of isostatic displacements, culminating in a com-

parison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults and folds, and several types of intrusive structures. Three hours of lecture per week.

E. G. Bombolakis

GE 550 Geostatistics

Prerequisites: GE 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Both single, variable and multivariable problems will be considered.

Not offered 1989–90

Benno M. Brenninkmeyer

GE 572 Geophysical Data Processing (F: 3)

Prerequisite: GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

GE 595 Hydrology II (F: 3)

Prerequisite: GE 395

A continuation of Hydrology, with special emphasis on ground water modelling and networking.

The Department

GE 610 Physical Sedimentation*

Prerequisites: GE 132, 134, 264, 272; MT 100–101; PH 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory GE 611 required.

David C. Roy

GE 611 Physical Sedimentation Laboratory

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using a recirculating flume.

Not offered 1989–90

David C. Roy

GE 640 Geomechanics

Prerequisites: Consent of instructor

The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses.

Not offered 1989–90

E. G. Bombolakis

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 305

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

John E. Ebel

GE 661 Theoretical Seismology

Prerequisites: PH 480, GE 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

Offered alternate years; will be offered 1990–91.

John E. Ebel

GE 662 Geomagnetism

Prerequisites: GE 391, GE 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Not offered 1989–90

John F. Devane, S.J.

GE 663 Gravity Fields

Prerequisites: PH 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Not offered 1989–90

Denis Reidy, S.J.

GE 668 Inverse Theory in Geophysics (S: 3)

Prerequisite: MT 305, Programming Experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters and its application to various problems in geophysics is presented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion is discussed. Examples from seismology, gravity, magnetism, and geology are used. The relevant mathematics basis from linear algebra and statistics is reviewed.

John E. Ebel

GE 672 Physics of the Earth (F: 3)

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crustal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics.

The Department

GE 690 Tectonics of the Appalachian Orogen and Related Terrains (F, S: 3)

Prerequisites: GE 285, 290, 526, 528

Review and analysis of the literature on the Geology of the Appalachian—Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of tectonic models.

James W. Skehan, S.J.

GE 794–796 Seminar in Geology (F: 3–S: 3)

A seminar on current topics in Geology.

The Department

GE 795–797 Seminar in Geophysics (F: 3–S: 3)

The analysis and discussion of problems of current interest in geophysics.

The Department

GE 798 Reading and Research in Geophysics (F: 3–S: 3)

A study of some problem or area of knowledge in geophysics.

The Department

GE 799 Reading and Research in Geology (F: 3–S: 3)

A study of some problem or area of knowledge in geology. *The Department*

GE 801 Thesis Seminar (F: 3–S: 3)

A thesis research course under the guidance of a faculty member. *The Department*

GE 802 Thesis Direction (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. *The Department*

Germanic Studies

Although the Germanic Studies Department does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 199 Germanic Studies (F: 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course. *Gert Bruhn*

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor James E. Cronin, B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor David A. Northrup, B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Ellen G. Friedman, Director of Graduate Studies B.A., New York University; Ph.D., C.U.N.Y. Grad School

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Associate Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D., Brown University

Associate Professor Paul G. Spagnoli, Chairperson of the Department A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor John Tutino, A.B., College of the Holy Cross; Ph.D., University of Texas at Austin

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Assistant Professor Sherri Broder, B.A., Hampshire College; M.A., State University of New York at Binghamton; Ph.D., Brown University

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Virginia Reinburg, A.B., Georgetown University; M.A., Ph.D., Princeton University

Assistant Professor Lawrence Wolff, A.B., Harvard College; M.A., Ph.D., Stanford University

Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, American History, and Latin American History. The Department offers supplementary work in African History, Middle Eastern History, and Far Eastern History.

The Department also sponsors interdisciplinary work leading to Master's degrees in American Studies, in European National Studies and in Medieval Studies.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

In addition to the standard M.A. in History, the Department also offers interdisciplinary M.A. programs in American Studies, Medieval Studies, and European National Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

The Master of Arts in History

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students are advised normally to select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental European, East European, and Russian History) and Latin American History. Other minor areas available are African, Middle Eastern, and Far Eastern History.

Students whose prior academic preparation is sufficient to warrant an exception be made to the above requirements may, with the consent of their advisor, ask the Graduate Committee of the Department for permission to substitute a different proportion or variety of courses and areas than those normally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the Department a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also write a substantial paper in a graduate course in their minor area. Furthermore, they must pass a foreign language reading examination, ordinarily in French, German, or Russian. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee of the Department. The final phase of the M.A. is the oral comprehensive examination, administered by the student's advisor and two additional faculty

members, one from the major area and one from the minor.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and request permission. The thesis counts for six credits and must be approved by the candidate's major advisor.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic engagement with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on their major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses

and then pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be in general European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course work in language and literature courses and exempted from 6 credits of work toward the degree.

Students in Irish studies must, in addition to 30 credits in history, Irish literature, and other relevant disciplines, take 6 credits in beginning Irish Gaelic. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

Medieval Studies

The Department of History offers an opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed to courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. Students are normally admitted to the Ph.D. program after the completion of the Master's degree or its equivalent, although exceptional students may be admitted directly into the Ph.D. program.

While the degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses, there are certain basic requirements. These may, however, be modified by the student's advisory board as individual circumstances warrant.

1. Course and Residency Requirements: All Ph.D. students must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement. **Students who enter the program without an M.A. are required to take a minimum of 48 credits**, including at least two seminars, one of which must be in the major area; at least two colloquia, one in the major and one in a minor area; of the remaining courses, at least one course in each of the examination fields. **Students who enter the program with an M.A. are required to take a min-**

imum of 18 credits, including at least one seminar in the first year, and one other seminar or colloquium (one seminar must be in the major area and the other seminar or colloquium in one of the minor areas); at least one advanced elective in each of the examination fields.

2. Advisory Board: During the first semester of full-time study, the doctoral student will pick an advisory board of three faculty members, who will oversee the student's progress and serve as his/her advisor in preparing for comprehensive exams and in developing a dissertation topic.

3. Plan of Study: By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration (as defined below). One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may offer a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries as one of the two minor areas. When considered necessary to the student's program, the advisory board may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Changes, however, must be filed with the Graduate Committee.

4. Areas and Fields: The areas and fields a student may choose to study are the following:

AREA	FIELDS
American History	American History to 1789
	American History, 1789–1877
	American History, 1865 to present
	American Intellectual History
	American Social History
	American Urban History
	American Racial and Ethnic History
	American Diplomatic History
	American Women's History
	Medieval Social and Economic History
Medieval History	Medieval Cultural and Religious History
	Medieval Political History
	Renaissance Europe
Early Modern European History	Reformation and Counter-Reformation
	Europe in the 17th and 18th Centuries
	Early Modern Social and Economic History
	England in the 18th century
	Early Modern French History
	Early Modern Spanish History

Modern European History	Modern Europe, 1789–1914 Modern Europe, 1870–1945 Contemporary Europe Modern European Intellectual History Modern European Social and Economic History Modern European Diplomatic History British History since 1815 German History since 1789 French History since 1789 Irish History since 1789 Italian History since 1789 Eastern Europe since 1789 Pre-Revolutionary Russian History Soviet History Eastern Europe before 1789 Eastern Europe since 1789 Colonial Latin American History Modern Latin American History Central American/Caribbean History South American History Mexican History
Russian and Eastern European History	
Latin American History	History of China African History Middle Eastern History Ancient History
Other Areas (Minor only)	

Substitution of other areas of study must be approved by the Graduate Committee. Approval will be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

5. Language Requirements: The student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination. In some cases students who major in American History may be permitted to substitute statistics and computer analysis for a second foreign language. Any such substitution must be approved by the student's advisory board and the Graduate Committee.

Students who enter the program without an M.A. must take and pass the first language examination **by the time they have completed 30 credits of course work.** Those who already have the M.A. must take and pass the first language examination **by the end of the first year in the program.** All students must take the second language examination prior to taking the comprehensive examination.

6. The Comprehensive Examination. The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

7. The Dissertation: Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject approved by the student advisory board and the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the Graduate Committee. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a committee consisting of the readers of the dissertation and members of the graduate History faculty.

Application to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in History, and for financial aid, is **March 1.** The department does not ordinarily make decisions in the fall for January admissions. Packets containing application materials can be obtained by writing or phoning the Director of Graduate Study, History Department. Along with the forms in the packet all applicants should submit the following material: 1) scores of the Graduate Record Exam (the history subject test is not required); 2) a succinct typed statement outlining your reasons for pursuing graduate study in history; 3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application); and 4) three (3) letters of recommendation.

Course Offerings

Advanced Electives

HS 303 The Rise of Modern China (F: 3)
Prerequisites: Any two semesters of HS 001 through HS 092
Political, social and intellectual development from 1600 to the present, with special emphasis on the continuity and changes between China's imperial past and China today. This course is not open to students who have taken HS 301–302.
Silas Wu

HS 305 Mao and the Communist Revolution in China (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092

A study of the Chinese Communist Revolution starting from its founding to the present with special emphasis on the personification of Mao in Chinese Communism. The first half of the course will cover the pre-1949 years including Mao's early experiences in Hunan, the Long March, ideology and strategies during the War and the Civil War; the second half will cover the post-1949 period under the People's Republic. Attention will also be given to the de-sanctification of Mao after 1976 under the leadership of the pragmatists.
Silas Wu

HS 306 Law and Chinese Society (S: 3)
Silas Wu

HS 335 The Conversion of the Roman Empire (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092
The theme is the early expansion of that most successful mass movement to date in western civilization: Christianity. Why did people convert to Christianity? Why did others choose not to, or choose other "mystery religions" (like the worship of Isis, or Mithras) that offered personal salvation? What importance did traditional state paganism, and traditional philosophies like Stoicism, continue to have? How did pagans view Christians, and vice-versa? Did martyrdom and persecution help or hinder the growth of Christianity (or do both)? What effect did the conversion to Christianity of the Roman emperor Constantine have? Did Constantine really even understand very much about Christianity when he was converted? Why were the efforts of a subsequent pagan emperor, Julian the Apostate, who wanted to restore paganism, doomed to failure? Why did most of the Germanic peoples convert to a Christian heresy? These are some of the important questions for our consideration.
John Rosser

HS 354 Defiance and Revolt in France, 1300–1789 (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092
A bicentennial celebration in which some of the most serious challenges to religious and secular authorities in France from 1300 to 1789 will be examined. Some attention will be given to ideas asserted by individuals and groups in contradiction to those held by authorities of church and state. Most of the course, however, will consist of an examination of some of the many "revolts" of the period which concerned social, economic and political objectives. The intent will be to learn more about causes and dynamics of violent disobedience and about techniques of repression.
L. Scott Van Doren

HS 390 Romance and Sexuality in Early Modern Europe (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092
This course traces the historical development of cultural conceptions of romance and sexuality from the Renaissance to the Enlightenment. Historical sources for discussion will include memoirs, letters, and diaries—and also works of literature, art, and music. There will be a special emphasis on the eighteenth century, and the works and views of such figures as Rousseau, Boswell, Casanova, Goethe, and Mozart.
Laurence Wolff

HS 401 (TH 444) The Reformation (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will survey the major theological and religious developments of the sixteenth century, with particular emphasis on the writings of Erasmus, Luther, Calvin, Ignatius Loyola, Teresa of Avila, and François de Sales. Special attention will be devoted to the social and religious history of new Protestant and Catholic churches; new political theories; and the cultural conflict between traditional or folk religion and the newly aggressive Reformation churches.

Virginia Reinburg

HS 404 War and Society II (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This is not a course about battles, guns and generals, but rather a course that examines the effect of war on society and, conversely, the impact of social and economic changes on war-making and the nature of the state since 1800. Topics to be covered include: the democratic revolution and the democratization of war and the military; war and European imperialism; technical change and "total war" in the 20th century; war and the welfare state; the Cold War and the "military industrial complex;" revolutionary or guerrilla war; the nuclear arms race.

James Cronin

HS 417 (EN 500) Politics and Literature of Irish Independence 1845–1922 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-listed with the English Department.

Adele Dalsimer

Kevin O'Neill

HS 427–428 England 1660–1800 (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The political, social and cultural history of England from the Restoration to the end of the 18th century, with the divide between terms at about 1725. In the first term emphasis will be mainly on political history and on literature, especially Dryden, Rochester, and Pope, including a close reading of *The Rape of the Lock*. The second term will be mainly concerned with topics in cultural history such as architecture and decoration, landscape gardening, painting and sculpture, theater and music. No previous courses in English history or the arts are necessary or required. Since the course is conceived as a one-year whole, HS 428 will be open only to those who have taken HS 427; exceptions will require the instructor's approval, and will be allowed only for compelling reasons.

Thomas Perry

HS 448 Eastern Europe in the 20th Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the political experience of the small nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and

Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

Radu Florescu

HS 453 Russian History up to the Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond McNally

HS 454 The Soviet Union after the Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Soviet history from the Revolution to the present Gorbachev reforms, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the role of industrial workers in the post-revolutionary government, the rise of Stalin, industrialization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, the "normalcy" of the Brezhnev era, and the origin and main contours of current reforms.

Roberta Manning

HS 464 Europe 1814–1871: Between Revolution and Reaction (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will examine the development of Europe during the years from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, years when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on: 1) the struggle between liberalism and conservatism, between those who supported and those who opposed the new ideals of liberalism and nationalism, a struggle which threw Europe into a prolonged crisis characterized by alternating periods of revolution and of reaction; 2) the effort of European statesmen, horrified by the destruction of the Napoleonic wars, to establish a stable international order that would ensure peace; their relative success gave Europe its longest period of peace since the fall of Rome and allowed the flowering of European civilization during the 19th century; 3) the impact of the Industrial Revolution upon European society; and 4) the intellectual and cultural transformation of European society that resulted from the above changes.

Alan Reinerman

HS 488 The French Revolution and Napoleon (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A social and political history of France during the turbulent period from 1789 through 1815. After a quick sketch of the origins of the great Revolution, the course will consider the reconstruction of France by the National Assembly, the failure to regain stability in 1791–92, the rise of the radicals and the Reign of Terror, the Thermidorian Reaction, and the eventual rise and career of Napoleon Bonaparte. The

course will conclude with an examination of the consequences of these events for France and for Europe.

Paul Spagnoli

HS 491–492 20th Century Europe (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The current thrust toward European unity contrasts sharply with the turbulence of Europe in the first half of the 20th century. During the fall semester, this team-taught course will explore the impact of World War I, the rise of Bolshevism, the illusion of recovery, the agony of the inter-war years, the age of the dictators and the devastation of World War II.

In the spring semester, attention will focus on the economic recovery of Europe, the impact of the Cold War, the movement toward unification, the intellectual and political ferment of the 1960's, problems accompanying the new prosperity and Europe's altered role in a rapidly changing world.

John Heineman
Rev. Francis J. Murphy

HS 507 Age of Jackson (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast.

Thomas H. O'Connor

HS 516 American Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students.

Alan Rogers

HS 521 The Origins of American Society (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Comparative analysis of the formation of colonial societies in the New World. How did differing patterns of interaction among Native Americans, Europeans and enslaved Africans result in varying social formations in North, Central and South America? Emphasis upon Spanish relations with Indian majorities in Mexico and the Andes; the development of slave societies from Brazil to the Chesapeake; and the unique emergence of religiously based European settler colonies in New England.

John Tutino

HS 537 The U.S. in the Age of Liberalism (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of major political, social, and economic developments which characterized the history of the United States since 1929.

Mark Gelfand

HS 539–540 History of American Women (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will introduce students to themes in the social history of American women. We will pay particular attention to the diversity of women's experiences and the ways in which class, race, ethnicity, and gender have in-

formed women's lives. The first semester covers the colonial era through the nineteenth century; the second half of the course explores the history of American women in the twentieth century. There will be a substantial amount of reading in primary and secondary sources.

Sherri Broder

HS 543 American Social Protest Movements (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This seminar will analyze the history and literature of several American social protest movements, choosing from among the following: agrarian protest, the labor movement, anti-imperialist and peace movements, the civil rights movement, the women's movement, socialist and Communist organizing. Students will write research papers on one specific movement or period of organizing, which will analyze topics such as the movement's accomplishments and defeats, how it was represented in contemporary media and fiction and the impact of these texts, how the movement presented its outlook and alternative vision, how its fiction and its organizing process expressed and/or contradicted its goals.

Judith Smith

HS 545 American Ideas and Institutions (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 569 20th Century Boston (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

An historical inquiry into the growth, development, and emergence of Boston from a fledgling city to a metropolis from 1822 to the present. Special attention is given to class structures, development of Boston Irish politics, urban problems and the new Boston. Five walking tours are planned during the regular class meetings.

Andrew Buni

HS 573 Selected Topics in 20th Century U.S. Foreign Policy (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Intended to provide the opportunity for a deeper study of certain aspects of U.S. Foreign Policy, this course will examine the ways in which recent historiography, personality, cultural patterns and repetitions, and domestic politics have influenced U.S. diplomacy in the 20th century. A general knowledge of American history and foreign policy is assumed.

Carol Petillo

HS 603 Seminar: The Civil War (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A graduate seminar, focusing on the period in United States History from 1845 to 1865, designed to assist graduate students to locate a critical mass of primary source materials related to a subject of their own choosing, from which they will develop a substantial research paper. Seminar sessions will consist of class discussions and periodic progress reports, to-

gether with presentations regarding methodology, documentation and bibliography.

Thomas O'Connor

HS 625 Seminar: The Spanish Civil War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The Spanish Civil War was a critical event both in the history of Spain and in the broader historical confrontation between fascism and democracy. This course will attempt to locate the origins of the Spanish Civil War within the development of Spanish society, to trace the progress of the contest, to examine the role of outside forces in shaping its outcome and to assess the impact of the Spanish Civil War in alerting world opinion to the danger of fascism. Students will be expected to do a substantial research project for the course.

Ellen Friedman

HS 629 Colloquium: Byzantine History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Weekly discussion of some of the major historians and chroniclers of the Byzantine Empire (in English translation). The authors whose works we will consider include Eusebius, Ammianus Marcellinus, Theodoret, Procopius, Agathias, Theophanes, Anna Comnena, Psellus, Nicetas Choniates and John Kinnamus. In addition some hagiographical texts will be discussed, as well as a Latin account of the conquest of Constantinople in 1204. Among the general questions for our consideration are these: To what extent did Eusebius create a format for ecclesiastical history that subsequent church historians followed? To what extent are most Byzantine secular historians tied to a Constantinopolitan viewpoint? What special value do hagiographical texts (saints' lives) have? How do modern historians with sophisticated questions of the past make use of medieval texts?

John Rosser

HS 799 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the Department at the start of every semester.

The Graduate Faculty

HS 801 Thesis Seminar (F, S: 6)

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

HS 802 Thesis Direction (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

HS 888 Master's Interim Study (F: 0–S: 0)

Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is

available from the professor. All graduate students are urged to take at least one colloquium each semester.

HS 807 Colloquium: Women in Europe (S: 3)

The Department

HS 839 Colloquium: German History Since 1945 (F: 3)

This course will concentrate on readings and discussions of the evolution of the German Republics since the end of the war. It will focus specifically on political aspects, with some attention to economic and cultural developments.

John Heineman

HS 855 Colloquium: U.S. to 1860 (F: 3)

This course is intended as an introductory, graduate-level survey of major themes and issues in American history prior to the Civil War. The approach will be largely historiographical, in the sense that it will focus on works of major interpretive significance rather than upon works of a synthetic nature.

Alan Rogers

HS 866 Colloquium: American Social History (F: 3)

Judith Smith

HS 872 Colloquium: U.S. Since 1860 (S: 3)

An historiographical approach to American History. Among the topics to be covered are Reconstruction, Big Business, Populism, Progressivism, the New Deal, Post-World War II Society and Politics, Kennedy and Johnson.

Mark Gelfand

HS 876 Colloquium: Biography (F: 3)

After reading a few methodological analyses of the genre, we will read and discuss several modern biographies. The studies selected will not be limited to American subjects. The long range goal of this course is to prepare those students interested in continuing to write a brief biography in HS 973, Seminar: Biography.

Carol Petillo

HS 896 Core Colloquium: Early Modern Europe (S: 3)

This course will introduce students to the history of Europe from the Renaissance to the French Revolution, with an emphasis on social and cultural history.

Virginia Reinburg

HS 897 Core Colloquium: Modern Europe (F: 3)

The colloquium will serve as a broad introduction to major themes, controversies and historiographic developments in modern European history. The focus during 1989–90 will be largely upon social and economic history. Students will typically read a book a week, or its equivalent, and will be expected to participate in class discussions on a regular basis and to produce written work evaluating readings.

James Cronin

Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

HS 902 Seminar: Dissertation (F: 3)

Paul Breines

HS 908 Seminar: Cultural and Intellectual History of Early Modern Europe (F: 3)
Lawrence Wolff

HS 937 Seminar: 20th Century Europe (S: 3)
The Department

HS 952 Seminar: Modern European Diplomatic History (F: 3)
The course will deal with the relations among the European states from 1812, when the collapse of Napoleon's hegemony made possible the resumption of normal diplomacy, to the outbreak of World War II in 1939. Students may choose their own topic or seminar paper within that time span.
Alan Reinerman

HS 967 Seminar: American Social History (S: 3)
This course will introduce students to some central methodological issues in social history and will provide a structured environment for students to engage in original research. We will explore the ways different historians have used a variety of primary sources, including police columns, legal documents, dime novels and other literary sources, institutional records, and the press. While our focus will be on issues of class, race, and gender in the nineteenth-century city, original research in other areas may be arranged.
Sherri Broder

HS 973 Seminar: Biography (S: 3)
Carol Petillo

HS 990 Seminar: American Studies (S: 3)
This seminar will explore themes in what has come to be called Public Culture. It will focus on the ties between private life and public affairs in order to understand more about certain selected cultural patterns. Examples of these patterns include the development and influence of state policy, the formation of social institutions, the creation of major ideas, and the dynamics of group character and behavior. Students will proceed by looking within some aspect of the public realm for issues of concern and persons of note and then analyze those issues or persons for an understanding of their cultural origins and impact.
Alan Lawson

HS 999 Doctoral Continuation (F: 0–S: 0)
All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Gasson Professor Paul Schweitzer, S.J., B.S., College of the Holy Cross; Ph.D., Princeton University

Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Professor Paul R. Thie, B.S., Canisius College; Ph.D., University of Notre Dame

Associate Professor Jenny A. Baglivo, B.A., Fordham University, M.A., M.S., Ph.D., Syracuse University

Associate Professor Robert J. Bond, Chairperson of the Department A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Professor Daniel W. Chambers, A.M., Ph.D., University of Maryland

Associate Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Associate Professor Ned I. Rosen, B.S., Tufts University; M.A., Ph.D., University of Michigan

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Assistant Professor Robert Fox, B.A., University of Connecticut; Ph.D., Cornell University

Assistant Professor Robert H. Gross, A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Assistant Professor Rennie Mirollo, B.A., Columbia College; Ph.D., Harvard University

Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses, described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered.

In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics the Department offers courses in probability and statistics, numerical analysis and mathematical programming (operations research). For students interested in computer science, the Department offers courses in programming, data structures, machine language, algorithms, automata and formal languages, and alternate year electives in topics such as computer graphics and logic. For students interested in a teaching career at the secondary level, there are available courses in geometry, number theory, computer programming (Pascal) and probability.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (MT 902–903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804–805 (Analysis), MT 816–817 (Modern Algebra) and either MT 814–815 (Complex Variables), MT 840–841 (Topology) or MT 860–861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804–805 and 816–817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426–427, 430, 435–436, 445, 451, 452, 480, and any 500 level course except MT 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Graduate Committee Chairperson to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plans A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, MT 804–805 (Analysis), or the equivalent, is a requirement. M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include MT 451 (Geometry), MT 430 (Number Theory), MT 426–427 (Probability and Statistics), as well as a course in Computer

Science (MT 550). Students should consult with the Chairperson for further information.

Course Offerings

MT 100–101 Calculus I, II (F, S: 3–F, S: 3)

Prerequisite: Trigonometry

This course is primarily for biology majors and premedical students, but is open to all other qualified students. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4)

Prerequisite: Trigonometry

This course sequence is a first course in Calculus for mathematics, computer science, chemistry, geophysics, and physics majors. Topics covered include differentiation and integration of functions of one variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, sequences and series, and conic sections.

MT 110–111 Calculus/Accelerated (F: 3–S: 3)

This course is an accelerated version of Calculus I and II, MT 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school.

Topics include those listed for Calculus I and II plus sequences and series and conic sections.

MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)

Prerequisite: MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 202 Multivariable Calculus I (F: 3)

Prerequisite: MT 102–103 or MT 110–111

This course is a continuation of MT 102–103 or MT 110–111 for those students majoring in mathematics, chemistry, geology, geophysics or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives and multiple integrals.

MT 203 Multivariable Calculus II (F, S: 3)

Prerequisite: MT 202 or Mt 113

This course is a continuation of MT 202 for mathematics majors. Topics include the calculus of vector fields, line and surface integrals, differential equations and additional topics as time permits.

MT 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or the equivalent

Topics include: linear second order differential

equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3–S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 445 Applied Combinatorics (F, S: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as

time permits. Credit cannot be granted for both this course and MT 244, Discrete Structures and Applications.

MT 451 Euclidean and Non-Euclidean Geometry

Prerequisite: MT 201 or MT 202, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

Not offered in academic year 1989–90. This course and MT 452 are offered in alternate years.

MT 452 Differential Geometry and Relativity (F: 3)

Prerequisite: MT 203 and MT 216, or the equivalent.

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory.

MT 480 Mathematics Seminar (F, S: 3)

The topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. The topic for Fall, 1989 will be Non-parametric Statistics and the topic for Spring, 1990 will be Mathematical Modeling.

MT 550 Introduction to Structured Programming (F, S: 3)

Prerequisite: an introductory computer course or some computer experience, or permission of instructor.

This course consists of an introduction to structured programming as implemented in the computer language Pascal. The entire Pascal language, with the exception of pointers and recursion, is covered in this course, and a number of general computer science topics, such as ASCII codes and sequential vs. random access, are discussed as well. Strong emphasis is placed on good programming, including such issues as documentation, top-down design, and efficient use of machine resources. Examples are drawn from mathematics, computer science, and data processing. This course is equivalent to MC 140 and credit will not be given for both.

MT 551 Data Structures (F, S: 3)

Prerequisite: MT 550 or MC 140, or permission of instructor

This course examines methods of structuring stored data, emphasizing efficiency of space, ease of retrieval, and suitability for common applications. Topics covered will include stacks and recursion, queues, various linked lists, trees, and graphs. Students will implement these structures on a high-level programming language. This course is equivalent to MC 141 and credit will not be given for both.

MT 566 Programming Languages*Prerequisite:* MT 551 or MC 141

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required. This course is offered in alternate years. Not offered in academic year 1989–90.

MT 568 Computer Graphics (F: 3)*Prerequisites:* One year of college mathematics and MT 551 or MC 141

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal.

Offered alternate years

MT 572 Internal Machine Structure (F: 3)*Prerequisite:* MT 551 or MC 141

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers. This course is equivalent to MC 260 and credit will not be given for both.

MT 577 Microcomputer Systems (S: 3)*Prerequisite:* MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

MT 583 Algorithms: Design and Analysis (S: 3)*Prerequisites:* MT 551 or MC 141; plus MT 243–244 or MT 445 and MT 420, or MT 445 and MT 426.

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion. This course is equivalent to MC 383 and credit will not be given for both.

MT 585 Languages, Automata, and Computability (F: 3)*Prerequisite:* Either MT 217 or MT 244

The theory of computation arose from prob-

lems concerning the logical capabilities of computers and from efforts to formally describe the syntax of both natural and programming languages. The important question in computability theory is, "What kind of computations can I hope to perform?" It turns out that many "reasonable-looking" problems cannot be solved by any computer program. From a theoretical framework, this course will examine the connections among the hierarchy of formal languages, their grammars and recognizers (abstract automata) and the nature of computability. Applications will include problems from pattern matching and parsing. Students will be expected to understand as well as compose mathematical proofs and, in this connection, a background in elementary set theory is necessary. This course is equivalent to MC 385, and credit will not be given for both.

MT 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

MT 802 Thesis Direction (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

MT 804–805 Analysis I, II (F: 3–S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814–815 Theory of Functions of a Complex Variable I, II (F: 3–S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816–817 Modern Algebra I, II (F: 3–S: 3)*Prerequisite:* An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

MT 840–841 Topology I, II

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology. Offered in alternate years. Not offered in academic year 1989–90.

MT 860 Mathematical Logic (F: 3)

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Gödel's Completeness Theorem.

MT 861 Foundations of Mathematics (S: 3)

Prerequisite: An introductory course in mathematical logic or the consent of the instructor. Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory. Offered in alternate years.

MT 899 Reading and Research (F, S: 3)**MT 902–903 Seminar (F: 0–S: 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take MT 801.

Nursing

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., M.S., Hunter College, CCNY; Ph.D., Boston College

Professor Carol Hartman, B.S., A.M., University of California Los Angeles; D.N.Sc., Boston University

Professor Joellen W. Hawkins, B.S.N., Northwestern University; M.S., Ph.D., Boston College

Professor Callista Roy, C.S.J., B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Associate Professor June A. Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S.N., Georgetown University; A.M., Northeastern University; M.S., Ph.D., Boston College

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Associate Professor Helene J. Krouse, B.S., State University of New York Downstate Medical Center; M.S., University of Rochester; Ph.D., Boston College

Associate Professor Carol Lynn Mandle, B.S.N., M.S., University of Pennsylvania

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Catherine P. Murphy, M.S.N., Hunter College, C.U.N.Y.; B.S., Ed.D., Columbia University

Associate Professor Margaret A. Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D., Boston College

Associate Professor Connie Robinson, B.S.N., University of Alabama; M.S.N., Emory University; Ph.D., University of Alabama

Assistant Professor Eileen Donnelly, B.S., Boston College; M.S.N.E., Wayne State University; Ph.D., Case Western Reserve

Assistant Professor Rosemary Harvey, B.S., University of Wisconsin-Madison; M.A., New York University; D.N.Sc., Boston University

Assistant Professor Susan J. Kelley, B.S., M.S., Boston University; Ph.D., Boston College

Assistant Professor Mary Ann Ringquist, B.S., University of Vermont; M.S., Boston College; Ed.D., Boston University

Adjunct Instructor Virginia Prout, B.S., M.S., Boston University

Teaching and Resource
Personnel for Graduate
Program

Joyce E. Ames, B.S., Salve Regina College; M.S., Simmons College

Jane Elizabeth Barbiasz, B.S.N., Cornell University; M.S., Boston University

Jane A.M. Beaulieu, B.S., Boston College; M.S., Boston College

Elizabeth A. Borghesani, B.S., Tufts University, B.S., Boston State College; M.S., Boston College

Patricia A. Canavan, B.S.N., University of Massachusetts; M.S., Boston College

Virginia Curtin Capasso, B.S., Northeastern University; M.S., Yale University

Grace T. Clancy, B.S., University of New York; M.S., Boston Univeristy

Jane O’Neil Corrigan, B.S., Boston College; M.S., Boston University

Roberta Ann Fern, B.S., University of Maryland; M.S., Simmons College

Karen A. Fitzgerald, B.S., Boston College; M.S., University of Pennsylvania

Karen A. Flaherty, B.S., Boston State College; M.S., Boston College

Dorthy T. Goulart, B.S.N., University of Rhode Island; M.S., Boston College

Patricia Mahon Halkola, B.S., California State University; M.S., Boston College

Janelle Npora Heineke, B.S., Marquette University; M.S., Boston College

June Johnson-Wolff, B.S., Boston University; M.S., Boston University; Ph. D., Boston College

Denise Jordon, B.S., Boston College; M.S., Boston University; M.B.A., Bentley College

Barbara Russell Kelley, B.S., Fitchburg State College; M.S., Boston College; M.P.H., Harvard School of Public Health

Deborah A. Keys, B.S., University of Massachusetts; M.S., Boston College

Pat Kraepelien-Bartels, B.S.N., University of California, Los Angeles; M.S., University of California, Davis

Maryanne P. Ladd, B.S.N., Northeastern University; M.S., Boston University

Anita Lewis, B.S., University of Vermont; M.S., Boston University

Joyce S. Levy, B.S., Boston University; M.S., Boston University

Wendy J. Lugwig, B.S.N., University of Pennsylvania; M.S., Boston College

Maureen C. Manning, B.S.N., University of Rhode Island; M.S., Boston University

Barbara Marino, B.S.N., University of Pittsburgh; M.N., University of Pittsburgh; Ph.D., University of Washington

Joan Meunier-Sham, B.S., Southern Massachusetts University; M.S., Boston University

Angela Maida Nicoletti, B.S., Boston College; M.S., Boston College

Judy A. Palmer, B.S.N., University Rhode Island; M.S., Boston College

Anna Melone Pollock, B.S., Boston College; M.S., Boston College

Eunice Shiskmanian, B.S., Simmons College; M.S., Boston College

Eileen M. Stuart, B.S.N., St. Anselm College; M.S., Boston College

Rosemary Theroux, B.S., Worcester State College; M.S., Boston College

Susan Lynn Zorb, B.S., Northeastern University; M.S., University of California

Program Description

The School of Nursing offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree
Program With a Major in Nursing

The Ph.D. Program in Nursing is a post-master’s research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making; nursing diagnosis and diagnostic/therapeutic judgment; and life processes/selected human response patterns in health and illness, within an integrated metaparadigm for clinical knowledge development.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the Graduate School of Arts and Sciences. Program planning is determined according to the individual’s background, research interests, and stage of development in scholarly activities. Low student-faculty ratios in research mentorship permit students to complete the program in three years. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

Program of Study

The curriculum of the program includes three core areas of study: research methods; knowledge development in nursing; and substantive nursing content judgement. Students apply core content to a selected research concentration. The knowledge component of the curriculum includes courses in philosophy of science, epistemology of nursing, strategies for developing nursing knowledge in relation to life processes, human response patterns, and clinical judgement. The research component of

the program includes qualitative and quantitative research methods, statistics, clinical research topics, research practica and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration.

<i>First Year</i>		
<i>Fall Semester</i>		
NU 701 Epistemology of Nursing	3 credits	
PL 593 Philosophy of Science	3 credits	
Quantitative Methods of Research	3 credits	
NU 810 Research Practicum I	1 credit	
	10 credits	
<i>Spring Semester</i>		
NU 702 Strategies for Knowledge Development in Nursing	3 credits	
NU 811 Research Practicum II	1 credit	
Cognate Statistics	3 credits	
	10 credits	
<i>Second Year</i>		
<i>Fall Semester</i>		
NU 710 Themes of Inquiry I	3 credits	
NU 812 Research Practicum III	1 credit	
NU 820 Clinical Research Topics I	3 credits	
Qualitative Methods I	3 credits	
	10 credits	
<i>Spring Semester</i>		
NU 711 Themes of Inquiry II	3 credits	
NU 813 Research Practicum IV	1 credit	
NU 821 Clinical Research Topics II	3 credits	
Qualitative Methods II	3 credits	
	10 credits	
<i>Third Year</i>		
NU 901 Dissertation Advisement	0 credits	
TOTAL	40 credits	

Cognates are related to research concentration/ methods. Number of credits in cognates based on need and prior educational background and coursework.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to commence a program of research through post-doctoral work.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: 1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years, as long as the student maintains good academic standing and demonstrates progress towards the Ph.D. Degree. 2) The highly competitive National Research Service Award Program for Individuals provides federal monies to cover tuition and a stipend. 3) Graduate assistantships which consist of a stipend provided by Boston College. 4) Research Associate positions as provided through faculty research grants.

Admission Requirements

Official transcript of Bachelor's and Master's degrees from programs accredited by the National League for Nursing
 Current RN licensure in Massachusetts
 Current curriculum vitae
 Written career goals statement that includes research interests (no more than 1,500 words)
 Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
 Evidence of scholarship in the form of a published article, a clinical research study, a thesis or term paper
 Graduate Record Examination Scores
 Application form with application fee
 Qualified applicants will be invited for pre-admission interview with faculty in research area of interest.
 Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received, and the deadline for receipt of all credentials is January 31 of the year of admission to the program.

Application materials may be requested from the School of Nursing (617-552-4250) or the Graduate School of Arts and Sciences (617-552-2244).

The Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses as clinical specialists. There are four areas of clinical specialization in nursing at Boston College: adult health, community health, maternal child health, and psychiatric-mental health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the clinical nurse specialist improves the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop advanced competencies in nursing diagnosis and treatment, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional patterns of the adult. The curriculum prepares clinical nurse specialists for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health problem areas. Individual guidance is provided by faculty experts in collaboration with master clinical specialists in primary, acute, and long-term care.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in family nursing and to meet the health needs of populations or other defined community groups. Aggregates at high risk are the focus for health promotion and disease prevention strategies. Emphasis is on direct and indirect nursing care within the context of a changing health care system. Clinical practicum is selected to meet the curricular and students' objectives and goals. Practicum is directed to provide application and integration of theoretical knowledge.

Maternal Child Health Nursing

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum is designed to prepare clinical nurse specialists in women's health nursing in ambulatory or acute perinatal care, and pediatric ambulatory or acute care. It includes the expansion of clinical practice responsibilities, the development of the collaborative role, teacher, researcher, change agent, leader, and liaison roles of the clinical nurse specialist. A variety of clinical agencies are utilized to meet the student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Indirect role development stresses consultative activities in mental health services and programming. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. The program focuses on the clinical specialist role in underserved urban areas, and high risk areas dealing with severely disturbed clients. Placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's and Newton-Wellesley. Community agencies include mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational

health, politics, consultation, health care planning, director of home health agency, private practice, and government service.

Program Options

The program is designed for registered nurses who have a baccalaureate degree from an accredited nursing program and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program of study includes nine credits of cognates and/or electives, twelve credits of core courses, and sixteen credits of specialty clinical practicum.

The part-time option can be completed in two to five years, is also comprised of thirty-seven credits, and is identical to the full-time program of study. In the first year students generally take cognates, elective, and core courses. The second year is devoted to specialty and research courses. On admission, part-time students design an individualized program of study with a faculty advisor.

The B.S.-M.S. Articulation option is designed for the registered nurse baccalaureate student at Boston College who wishes to continue through the Master's Program. A program of study is designed so the matriculation from the undergraduate to the Master's Program is facilitated without interruption.

Admission Requirements

Baccalaureate degree from an NLN accredited program with a major in nursing
 Minimum of one year nursing experience
 An undergraduate scholastic average of B or better
 A completed undergraduate course in statistics
 A completed undergraduate or continuing education course in health assessment
 Official report of scores on the Graduate Record Examination
 Three letters of recommendation pertaining to academic ability and professional competency
 A personal interview with faculty (telephone interviews and written interviews are also utilized if distance precludes a personal interview)
 Current license to practice nursing in the Commonwealth of Massachusetts, professional liability insurance, and physical examination

Review of applications for full-time study is conducted January through April. Review of applications for part-time study for June, September, and January admission is on a rolling basis. The Director of Graduate Admissions forwards the official announcement of acceptance or rejection.

Non-Matriculated Students

Candidates may enroll in selected courses upon the advice of a faculty member with Special Student Status while application is in process.

Program of Study Master of Science with a Major in Nursing

*2 Cognates	6 credits
*Cognate or Elective or Independent Study	3 credits

NU 510 Nursing Theory and Process	3 credits
NU 520 Nursing Research I	2 credits
NU 522 Research Advisement	1 credit
NU 610 Clinical Nurse Specialist Role Components	3 credits
NU 620 Nursing Research II	3 credits
**Nursing Specialty Courses	16 credits
TOTAL	37 credits

*Nine credits, which include two cognates and one elective or independent study, can be completed in summer and fall semesters. A cognate is a course taken in either psychology, sociology, philosophy, or biology. The elective course is also at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. A comprehensive examination is required at the end of the program.

**Nursing Specialty Course information to be available with registration materials in summer 1989.

A clinical research study is completed in NU 620 Nursing Research II.

General Information

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

Financial Aid

Students interested in applying for Scholarships, Guaranteed Student Loans, National Direct Student Loans, or the University Work-Study Program should direct inquiries to the University Financial Aid Office, Lyons Hall. Federal Nurse Traineeships are available to full-time students dependent upon funds appropriated by Congress. Please refer to the Financial Aid section of this catalog for additional information regarding nursing scholarships and other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metro Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Course Offerings

Master's Program

NU 314 Wellness Lifestyle (F: 3) or (S: 3)

Prerequisite: None

The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self care and alternative treatment models are addressed. Emphasis is on activities students adopt to improve and maintain their own health status. Health care agencies and other resources in the community which contribute to the student's health status are identified and explored.

*Rosemary Krawczyk
Nancy McCarthy*

NU 510 Nursing Theory and Process (F: 3)

Prerequisite: Physical Assessment

This course focuses on the analysis of current conceptual frameworks for nursing practice and in-depth study of advanced concepts of nursing process. Process concepts include diagnostic strategies, care planning on the basis of nursing diagnosis and diagnosis-specific outcome evaluation. Nursing theory and process is applied to quality assurance, cost containment, reimbursement, and other current issues in nursing practice.

Open to non-matriculated students and non-majors.

The Department

NU 520 Nursing Research I (F: 2)

Prerequisite: Undergraduate statistics course

This course is the first of three courses in research. Various research methods such as Experimental/Quasi-Experimental, Ex Post Facto and Naturalistic Inquiry are discussed. Research design considerations include types of control, threats to validity and sampling plans. Criteria that assess the quality of measuring instruments are considered. Experience in evaluating research literature is provided. Students identify clinical problems appropriate for research.

Open to non-matriculated students and non-majors.

The Department

NU 522 Research Advisement (F: 1)

Prerequisite: NU 520 and Specialty I (concurrently)

This course applies knowledge of the research process to the development of a clinical research proposal.

The Department

NU 610 Clinical Nurse Specialist Role Components (F, S: 3)

Prerequisite: NU 510 (or concurrently)

Focus is on the exploration of the direct and indirect role of the clinical specialist. Discussions will center on role theory, system analysis, leadership and principles of management, teaching consultation and collaboration, scope of nursing practice.

Open to non-matriculated students and non-majors.

The Department

NU 620 Nursing Research II (S: 3)

Prerequisite: NU 520, 522

This course is the third of three courses in research. Students synthesize learning experiences gained in the first two research courses by completing an individual clinical research project under the guidance of a faculty member.

The Department

NU 670 Ethical Issues in Nursing Practice (F: 3)

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision-making will be developed. Open to non-matriculated students and non-majors.

Catherine P. Murphy

NU 699 Independent Study in Nursing (F, S: Credits by arrangement)

Permission of a Professor and Chairperson required. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson at the end of the semester.

The Department

Doctoral Program

NU 701 Epistemology of Nursing (F: 3)

Prerequisite: Doctoral standing; PL 593 (or concurrently)

An examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. Includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

NU 702 Strategies for Knowledge Development in Nursing (S: 3)

Prerequisite: NU 701

An in-depth study of classical and contemporary processes of inductive and deductive theory construction. Includes concept analysis, synthesis, and derivation. Axiomatic theory construction is contrasted with grounded theory, hypothetico-inductive inference, and the dialectical method. The problem of order certitude of propositional statements is considered. Experience is provided in the use of these various strategies of knowledge development as related to the human life processes and the resulting patterns and human responses.

NU 710 Themes of Inquiry I (F: 3)*Prerequisite:* NU 702

Analyzes selected middle-range theories related to the life processes of the integrative metaparadigm for nursing. Emphasis is placed on the structure of knowledge and an understanding of the processes in an explanatory mode so that this basic science knowledge can be related to the development of the clinical science of nursing. Emerging themes of life processes at the individual, family and group level are considered. Theories such as those related to thinking and valuing are included.

NU 711 Themes of Inquiry II (S: 3)*Prerequisite:* NU 710

Analysis and synthesis of selected middle-range theories related to the clinical science of nursing. Emphasis is on state-of-the-art research and theory development in ethics and ethical judgement and diagnosis and diagnostic-therapeutic judgement. An integrated model of clinical judgement is analyzed.

NU 810 Research Practicum I (F: 1)*Prerequisite:* NU 701 (or concurrently)

Research experience in student's area of concentration. An analysis and synthesis of the substantive knowledge area and current empirical studies of the faculty mentor. Collaborate with faculty on existing projects and publications. Experiences individually designed.

NU 811 Research Practicum II (S: 1)*Prerequisite:* NU 810; NU 702 (or concurrently)

Research experience in student's area of concentration. Continuation of practicum placement with emphasis on individually developed research experiences that contribute to the design of a small research study (pilot study).

NU 812 Research Practicum III (F: 1)*Prerequisite:* NU 810 and NU 811

Research experience in student's area of concentration. Student selects an aspect of faculty research which is related to chosen substantive focus of research and develops and carries out a small research study relevant to dissertation topic.

NU 813 Research Practicum IV (S: 1)*Prerequisite:* NU 810, NU 811 and NU 812

Research experience in student's area of concentration. Continuation of practicum placement with emphasis on individually designed research experiences and preparation of the doctoral proposal.

NU 820 Clinical Research Topics I (F: 3)*Prerequisite:* NU 702; NU 812; NU 710 (or concurrently)

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study, that is, a given human life process, pattern and response, or diagnostic or ethical judgment.

NU 821 Clinical Research Topics II (S: 3)*Prerequisite:* NU 820

Identification of research hypotheses and methodology for the study of selected clinical research topic as this emerges from the themes of inquiry, research practicum, and Clinical Research Topics I. This will form the basis for the student's dissertation research.

NU 901 Dissertation Advisement*Prerequisite:* Consent of Instructor

Develops and carries out dissertation research,

together with a plan for a specific contribution to clinical nursing knowledge development.

Philosophy

Faculty

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Rasmussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Professor William J. Richardson, S. J., Ph.L., Woodstock College; Th.L., Ph.D., Maître Agrégé, University of Louvain

Professor Jacques M. Taminiaux, Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor James Bernauer, S.J. A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor John J. Cleary, A.M., University College, Dublin; Ph.D., Boston University

Associate Professor Joseph F. X. Flanagan, S.J., Chairperson of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Assistant Professor Ronald Anderson, S.J., B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Assistant Professor Susan M. Brennan, B.A., Cornell University; Ph.D., University of Iowa

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Ronald K. Tacelli, S.J., A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Program Description

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all Master's students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: Teaching Fellowships (\$6,000–10,000); Research Assistantships (\$5,500).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

Course Offerings

The courses listed for the 1989–90 cycle are tentative; these are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

PL 314 The Mind and Its Body

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between 'mind' and 'body'? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer.

Offered Spring, 1991 Ronald K. Tacelli, S.J.

PL 335 Platonic Dialogues

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's

probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Offered Fall, 1990

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3)

A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 340–341 Philosophy in the Middle Ages I and II (F: 3–S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

PL 344 The Aristotelian Ethics

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Offered Spring, 1991 Arthur R. Madigan, S.J.

PL 350 Business Ethics (F: 3–S: 3)

This course aims at fostering both a greater awareness of the ethical values and issues operative in economic life in the United States today and a greater capacity to reflect on these values and issues in an informed and systematic fashion.

The course will be divided into four parts: I. Ethical Theory; II. Current Morality: A descriptive overview; III. Ethical Questions on the Macro Level; IV. Ethical Questions on the Micro Level.

Joseph A. Holt, S.J.

PL 351 Life, Values, and Morality (S: 3)

The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Hartmann, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Joseph L. Navickas

PL 358 The Confessions of St. Augustine

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief empha-

sis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Offered Fall, 1990

Gerard C. O'Brien, S.J.

PL 360 Religious Art: A Comparative Study of the Western and Byzantine Traditions (S: 3)

This course is designed to acquaint students with some basic themes in the field of aesthetics; this knowledge will be used as the tools for a comparative study of the Western and Byzantine traditions in religious art. This study will focus primarily on the unique artistic achievements of each tradition in the area of painting and architecture.

Paul Tabor, S.J.

PL 379 Socrates and Jesus

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's *Gospel*.

Offered Spring, 1991

Peter J. Kreeft

PL 383 Philosophy of Art (F: 3)

This course is designed to acquaint students with (1) various theoretical considerations in regard to the arts, e.g., sublimity, form and symbolism, spatiality, the represented and the representation, reproductive representation v. interpretive reproduction, aesthetic sense, aesthetic judgment and the viewer's anticipation, experience and remembrance of the work of art; (2) various practical and mechanical considerations in regard to the plastic arts, e.g., color and its modulation, materiality or the "stuff" of the work of art, composition, perspective and proportionality; and (3) the relationship between these two considerations as they are observed at work in painting and sculpture.

Paul Tabor, S.J.

PL 395 Philosophy of Dostoevsky (F: 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

PL 403 Does God Exist? (S: 3)

An intensive examination of arguments for and against God's existence.

Ronald K. Tacelli, S.J.

PL 415 Great Trials in Western Civilization

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-Semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

Offered Spring, 1991 James W. Bernauer, S.J.

PL 417 Socrates

"The Father of Western Philosophy", the inventor and unsurpassed example of the pre-

mier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was "the god" that directed him? And why was he uncertain about what everyone else "knows" and certain only about paradoxes like "evil is only ignorance," "learning is only remembering" and "no evil can ever happen to a good man"?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.
Offered Fall, 1990 *Peter J. Kreeft*

PL 420 Legacy of Plato and Aristotle in Christian Fine Arts into the Renaissance (S: 3)

A study of the theological and philosophical background of Christian painting, sculpture, and architecture.
Jacques M. Taminiaux

PL 423 Introduction to Analytic Philosophy

The main currents in contemporary analytic philosophy, now dominant in America and English-speaking countries, will be presented in their historical development. G. E. Moore's impact on the British turn away from idealism in the 1900's will be examined first. The influence of Bertrand Russell, especially on Logical Atomism, will be assessed. Logical Positivism, particularly in the works of Ayer and Carnap, will be examined closely. Finally, the contributions of the ordinary language philosophers under the aegis of the later Wittgenstein will be discussed.

Offered Fall, 1990 *Richard T. Murphy*

PL 427 Existential Psychology (F: 3)

The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud, Heidegger, Binswanger, Boss, Laing, May, etc. *Daniel J. Shine, S.J.*

PL 428 Introduction to Phenomenology (F: 3)

A historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger.

Jacques M. Taminiaux

PL 429 Freud and Philosophy

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Offered Spring, 1991 *David M. Rasmussen*

PL 435 Theory of the Novel (F: 3)

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.
David M. Rasmussen

PL 437 Introduction to Derrida

This course will attempt to define the major issues that concern Jacques Derrida as these are discernible in the early evolution of his thought.

Offered Fall, 1990 *William J. Richardson, S.J.*

PL 445 The Origins of American Pragmatism

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1990 *Richard Cobb-Stevens*

PL 448 Kant's Critique (F: 3)

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

PL 449 Corporations and Morality (F, S: 3)

This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems which often surface when doing business in the international marketplace.

Richard A. Spinello

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Offered Fall, 1991 *Gerard C. O'Brien, S.J.*

PL 455 Kierkegaard and Nietzsche (S: 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

PL 456 The Holocaust: A Moral History

The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators.

Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

Offered Fall, 1990 *James W. Bernauer, S.J.*

PL 467 Jean-Paul Sartre

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.
Offered Spring, 1991 *Richard Cobb-Stevens*

PL 474 A Philosophy of Laughter, Humor and Satire (S: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his/her appreciation.

Gerard C. O'Brien, S.J.

PL 479 Contemporary German Philosophy (S: 3)

In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory.

David M. Rasmussen

PL 482 Modern Political Philosophy from Hobbes to Hegel

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Offered Fall, 1990 *Jacques M. Taminiaux*

PL 484 Greek Tragedy and Greek Philosophy

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Spring, 1991 *Arthur R. Madigan, S.J.*

PL 485 Philosophy of Comparative Religions—East and West (F: 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of

Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

PL 488 The Influence of Marxism-Leninism on Contemporary Events in the U.S.S.R. (F: 3)

This course will review the fundamentals of Marxism-Leninism and study the role of that philosophy in the new ideas involved in "perestroika" and "glasnost."

Frederick J. Adelman, S.J.

PL 489 The Influence of Marxism-Leninism on Contemporary Events in Latin America (S: 3)

This course will study the philosophical origins of revolution in Latin American countries with a special interest in liberation theology.

Frederick J. Adelman, S.J.

PL 492 Moral Scepticism (S: 3)

Can we know the right action to perform now? Can we know what is good? The course will explore the problems involved in moral knowledge, including the special problems relating to knowledge of the future consequences of actions. We will discuss some of the questions and answers posed by J.S. Mill, H. Sidgwick, G.E. Moore, C.L. Stevenson, H.A. Prichard, and others.

Susan M. Brennan

PL 493 Hume and Kant: Establishing the Foundations of Morality (S: 3)

Hume and Kant proposed sharply different approaches to establishing the foundations of morals. Both have had significant impact on later ethicists. This course will examine and contrast these divergent approaches. An attempt will be made to evaluate the comparative strengths and weaknesses of each approach.

Richard T. Murphy

PL 497 Parmenides (F: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 505 Sino-Soviet Marxism (F: 3)

Marxism came to China mainly in the form of Soviet Marxism-Leninism. This course examines how that transmission took place, how Maoism emerged, and how recent developments represent a calculated retreat from all these positions.

Thomas J. Blakeley

PL 513-514 Contemporary French Philosophy I & II

During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and

Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French.

Offered 1990-91

Richard Cobb-Stevens

PL 517 Doing Evil as a Means to Good (F: 3)

Are we ever justified in doing evil to achieve good consequences? Do the consequences of an action make it right or wrong? The course will examine utilitarianism, consequentialism, and some of their alternatives. We will look at the historical background of the debate, but the primary focus of the course will be the twentieth century ethical theories of Bernard Williams, J.J.C. Smart, G.E. Moore, W.D. Ross, Philippa Foot, and others.

Susan M. Brennan

PL 520 Basic Marxist Thought

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Capital*.

Offered Spring, 1991

David M. Rasmussen

PL 526 From Enterprise to Management (S: 3)

A philosophy of the American economic culture.

Olivia Blanchette

PL 529 Philosophy of Action (F: 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Olivia Blanchette

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: (a) the problem of planetary motion and (b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories.

Offered Fall, 1990

John J. Cleary

PL 536 Scientific Revolutions II

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a "Copernican Revolution" in philosophy.

Offered Spring, 1991

John J. Cleary

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues, issues related to Law, Business, and Society, i.e., the political, economic and social spheres of human life.

Starting from the notion of "law" and "right," the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, the source

will move into a critical study of the major economic thoughts or theories: Classical, Neo-Classical, Marxist, and Supply-side economics. Finally, we will examine the American social system in terms of its class structure, power elite, bureaucratization, and social status.

Throughout the course, the students will be asked to develop critical thinking and reflect on the important social issues such as equality, crime, family crisis, and justice.

Francis Y. Soo

PL 544 St. Thomas Aquinas (F: 3)

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Peter J. Kreeft

PL 554 Philosophy of Poetry and Music

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Offered Fall, 1990

Joseph F. Flanagan, S.J.

PL 561 Freud and Phenomenology (F: 3)

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

PL 563 The Great Philosophers I (F: 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Navickas

PL 564 The Great Philosophers II (S: 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

PL 577 Introduction to Symbolic Logic (F: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of self-reference, "formal systems," and the limits of logic in human thought.

Ronald Anderson, S.J.

PL 578 Philosophy of Mathematics*Prerequisite:* PL 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful. Offered Fall, 1990

*Patrick H. Byrne***PL 584 The Complete Author: C. S. Lewis (S: 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good and the beautiful. This course is a total immersion experience in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

*Peter J. Kreeft***PL 593 Philosophy of Science**

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe. Offered Fall, 1990

*Ronald Anderson, S.J.***PL 594 Metaphysics**

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: What is being? What are the main traits of being as being? What are the main types of being? What are the fundamental operations of being as being? In what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre. Offered Spring, 1991

*Thomas J. Blakeley***PL 608 Humanism and Anti-humanism**

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan. Offered Fall, 1990

*William J. Richardson, S.J.***PL 614 Husserl and Hume**

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginning with a brief exposition of Husserl's version of the

phenomenological method, will examine Hume's positive impact on Husserl's thought, especially in its later stages. It is anticipated that Hume's contribution to Husserl's turn to radical subjectivism will be documented. Offered Fall, 1990

*Richard T. Murphy***PL 615 British Empiricism**

This course introduces classical British empiricism through the examination of the works of Locke, Berkeley, and Hume within their historical context. These authors' influence on contemporary Analytic philosophy and especially phenomenology will be discussed. Offered Fall, 1990

*Richard T. Murphy***PL 618 The Process of Becoming**

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs. Offered Spring, 1991

*Patrick H. Byrne***PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics**

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film. Offered Fall, 1990

*James W. Bernauer, S.J.***PL 622 Michel Foucault**

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action. Offered Spring, 1991

*James W. Bernauer, S.J.***PL 625 The Problem of Self Knowledge (F: 3)**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

*Patrick H. Byrne***PL 626 Hannah Arendt: Learning to Love the World**

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought. Offered Spring, 1991

*James W. Bernauer, S.J.***PL 628 Ayer and Wittgenstein**

This course investigates contemporary Analytic Philosophy (now dominant in English-speaking philosophical circles) by examining the parallels and yet profound oppositions between Logical Positivism and Ordinary-Language philosophy. The former's most well-known proponent is Ayer; the latter view is indebted to the later Wittgenstein. These two influential thinkers of the 20th century will be discussed within this historical context. Offered Spring, 1991

*Richard T. Murphy***PL 632 The Later Heidegger**

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent.

Offered Fall, 1990

*William J. Richardson, S.J.***PL 633 Metaphysics: Selected Texts**

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset. Offered Fall, 1990

*Arthur R. Madigan, S.J.***PL 634 The Philosophy of Jurgen Habermas**

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics. Offered Spring, 1991

*David M. Rasmussen***PL 638 Plato: Selected Dialogues**

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. Offered Spring, 1991

*Arthur R. Madigan, S.J.***PL 641 Ethics and Psychoanalysis**

An examination of the ethical problem as posed by psychoanalysis. Offered Fall, 1990

*William J. Richardson, S.J.***PL 650 Russian Cultural Philosophy**

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky. Offered Fall, 1990

*Joseph L. Navickas***PL 660 Thomas Hobbes**

An exploration of the relationship between Hobbes' political philosophy and his critique of Aristotle's metaphysics and psychology. Offered Fall, 1990

*Richard Cobb-Stevens***PL 661 Aristotle's Scientific Method**

How does Aristotle's logic apply to his own procedures in reasoning about the state, the soul, and the other subjects he discusses? What became of this method in Stoicism and Scholasticism and rationalism? How dependent are the Frege, Poppers and Feyerabend's of the contemporary philosophy of science on just the same methods and logical functions that the philosopher developed? These and related questions will be examined in light of what Ar-

istotle says in his logical works and what he does in his other works.

Offered Spring, 1991 Thomas J. Blakeley

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Offered Spring, 1991 Richard Cobb-Stevens

PL 681-682 Symbols (Perspectives II) & Science (Perspectives IV) (F: 6-S: 6)

This is a 2-semester, 12-credit course. The syllabus is taken from Perspectives II (Modernism & the Arts) and Perspectives IV (New Scientific Visions). We will explore the ways in which artistic and scientific understanding compliment and enhance one another.

Joseph F. Flanagan, S.J.

PL 691 Kant's Critique of Judgement (F: 3)

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgement*. We will also be interested in both the impact of this work on contemporary "aesthetic theory" and its contribution to recent debates on ethics, politics and contemporary democratic theory.

David Rasmussen

PL 707 Husserl and British Empiricism

In formulating his phenomenological philosophy Husserl traced his antecedents from Descartes through Locke and Berkeley to Hume. The positive impact of these thinkers on Husserl's development will be examined closely. Since these British empiricists have had considerable influence on contemporary Analytic philosophy, the affinity between Husserl's approach and that of the Analytic philosophers, in particular Wittgenstein, will be treated.

Offered Spring, 1991 Richard T. Murphy

PL 710 Science and Analysis in Aristotle (F: 3)

Aristotle's *Posterior Analytics* set the standards for science in the West for almost 2000 years. Figures as diverse as Aquinas and Avicenna, Descartes, Galileo and Newton all subscribed to fundamental Aristotelian tenants even as they thought of themselves as radically reforming them.

Recent scholarship, however, has called into question the traditional understanding of what Aristotle actually meant by "science." This course will take up those questions in a close, critical examination of Aristotle's *Prior Analytics* and *Posterior Analytics* in relation to specifically scientific works.

PL 716 Aquinas and the De Unitate Intellectus

A detailed examination of the *De Unitate Intellectus* in light of the teaching of Latin Averroism on the separate Agent Intellect and the condemnation of that teaching in 1277.

Offered Spring, 1991 Norman J. Wells

PL 717 Introduction to the Phenomenological Method

This course presents an introduction to the phenomenological method as programmed by its founder, Edmund Husserl. After its historical and doctrinal antecedents in Descartes and Hume have been traced, the methodological concepts and principles fundamental to a rig-

orous phenomenology will be examined in detail. The doctrinal implications of such a problematic approach and method will be outlined in the divergent philosophical views of Husserl himself, Sartre, and Merleau-Ponty.

Offered Fall, 1990 Richard T. Murphy

PL 718 Seminar: Psychoanalysis and Literature

This course will be a doctoral level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." The classic interpretation of this story by Marie Bonaparte has been followed by numerous contemporary approaches such as those of J. Lacan, J. Derrida, S. Felman, N. Holland, J. Gallop, etc. These will be examined and discussed in turn.

Since the contemporary debate has been stimulated by the reading of this text by J. Lacan that elicited a strong rejoinder by J. Derrida, the seminar will offer the opportunity to study and compare so-called "structuralist" and "post-structuralist" approaches to literary criticism.

Limited to 15 participants. Admission by permission of instructor.

Offered Spring, 1991 William J. Richardson, S.J.

PL 719 Aquinas on Law and Virtue

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of Virtue and Law in Part II.1 and on the Particular Virtues as elaborated in Part II.2.

Offered Spring, 1991 Oliva Blanchette

PL 724 Husserl's Phenomenology of the "Life-World" (S: 3)

The concept of the "Life-World" is central to Husserl's later transcendental phenomenology. It will be shown how this concept involves dimensions of history and culture not fully investigated by Husserl himself.

Richard T. Murphy

PL 725 Aristotle's Organon

The study of Aristotle's logical works is interesting not only for the light it sheds on Western thought until the end of the Middle Ages but also for the contrast it provides with modernity's way of doing science. This course will examine the basic principles of Aristotelian logic both in themselves and in their implications for today.

Offered Fall, 1990 Thomas J. Blakeley

PL 726 Husserl's Formal and Transcendental Logic (F: 3)

The motivating force behind Husserl's establishing the phenomenological method was his attempt to erect a secure foundation for mathematics and logic. This course will trace Husserl's development of a phenomenological logic from the early *Logical Investigations* up to its culmination in his *Formal and Transcendental Logic*.

Richard T. Murphy

PL 733 Ethics: Universalist vs. Communitarian (S: 3)

An examination of the current debate between the universalist tradition in ethics as represented by Habermas, Apel, and Rawls vs. the

communitarian tradition in ethics as represented by Williams, Sandel, Walzer, MacIntyre, and others.

David M. Rasmussen

PL 751 Medieval Philosophy I: Augustine to Anselm

A detailed examination of the classical positions taken on faith and reason, knowledge, God and man.

Offered, Fall 1990 Norman J. Wells

PL 752 Medieval Philosophy II: Bonaventure to Ockham

Continuation of the previous semester, PL 751. Offered Spring, 1991

Norman J. Wells

PL 753 On the Origins of Truth and Goodness

This graduate seminar will explore two related problematics which derive from the last researches of the French philosopher Michel Foucault. We will first study the emergence in western culture of seeking and speaking the truth as valued activities. Why should the truth be sought? Who is able to tell the truth? What are the conditions which enable one to be regarded as a truth-teller? The second part of the course will study the emergence of the appeal of the good. How and why is the good to be sought? Who is able to perform the good? We will examine a variety of classical texts, but our starting point will be provided by Foucault and Nietzsche: Foucault's Notes from his last seminar on "Discourse and Truth," *The Use of Pleasure* and *The Care of the Self*; Nietzsche, *The Genealogy of Morals*.

Offered Spring, 1991 James W. Bernauer, S.J.

PL 755 The Ontological Argument

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Offered Spring, 1991 Norman J. Wells

PL 760 St. Thomas Aquinas

A survey of the philosophy of the thinker who combines clarity and profundity, logical form and existentially significant content, as no philosopher before or since has done. Anyone who will not accept the superstition that medieval philosophy is superstition, who will not consign 2,000 years of philosophers between Aristotle and Descartes to the wastebasket, must come to terms with Aquinas.

Offered Fall, 1990 Peter J. Kreeft

PL 768-769 Insight (F, S: 3)

A two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading.

Joseph F. Flanagan, S.J.

PL 774 Beyond Aristotle's Physics

This seminar will consider the relationship between Aristotle's *Physics* and his *Metaphysics*. One of the guiding questions will concern his views about the exact relationship between the projected science of First Philosophy and the special sciences, such as mathematics and physics. In the light of this and other related questions, we will conduct a close reading of some selected books from the *Physics* and the *Metaphysics*.

Offered, Spring 1991 John J. Cleary

PL 777 Descartes and the Cartesian Tradition (F: 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

PL 778 Speculation and Judgment in Political Philosophy and in Aesthetics (S: 3)

A comparative study of ancient thinkers like Plato and Aristotle and modern thinkers like Kant, Hegel and Heidegger.

Jacques M. Taminiaux

PL 780 The Perfection of the Universe According to Aquinas (F: 3)

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Oliva Blanchette

PL 785 Critical Issues in Hegel's Phenomenology

The following critical issues and problems will be re-examined: the place and position of the *Phenomenology* in the Hegelian system; M. Heidegger's brief interpretation of Hegel; the nature of the dialectical method; a survey of the first three sections of *Phenomenology*; the identity of the rational and the real; and the problem of transition from *Phenomenology* to *Metaphysics*.

Offered Spring, 1991

Joseph L. Navickas

PL 796 Seminar: Hegel's Logic

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1990

Oliva Blanchette

PL 797 Seminar: Hegel's Logic II (S: 3)

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Oliva Blanchette

PL 799 Readings and Research (F, S: 3)

By arrangement

The Department

PL 801 Thesis Seminar (F: 3-S: 3)

By arrangement

The Department

PL 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

PL 805 The World of the Presocratics

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. We will begin with a brief survey of the leading Ionian thinkers, including Pythagoras, and then consider Heraclitus as the discoverer of the soul who reacted against this kind of cosmology. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. Subsequent thinkers, like Empedocles and Democritus, will be interpreted as trying to answer the Parmenidean challenge but in their different ways.

Offered Spring, 1991

John J. Cleary

PL 806 Kant's Third Critique

A close, textual examination of Kant's Third Critique and its subsequent influence in the history of art criticism.

Offered Spring, 1991

Jacques M. Taminiaux

PL 816 The Foundations of Hegel's Philosophy of Art

Based upon a textual analysis of Hegel's *Early Writings* and the *Phenomenology of Spirit*, this course mainly discusses two topics: his critique of Kant and his interpretation of the ethical life of the Greeks.

Offered Spring, 1991

Jacques M. Taminiaux

PL 818 Heidegger on Art (F: 3)

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art."

Jacques M. Taminiaux

PL 819 Kant and Hegel on Art

Textual examination of Kant's Third Critique and its influence on Hegel's Philosophy of Art.

Offered Fall, 1990

Jacques M. Taminiaux

PL 820 Reason and Faith in Hegel, Kierkegaard, Blondel

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith.

Offered Fall, 1990

Oliva Blanchette

PL 829 Towards an Ethics of Desire

Freud's discovery of the unconscious and his consequent insistence on the primordially of the pleasure principle force the philosopher to reconsider by attempting to situate Freud with regard to such thinkers as Aristotle, Kant and the Marquis de Sade.

Offered Fall, 1990

William J. Richardson, S.J.

PL 831 Heidegger and Aristotle

Based upon unpublished lectures given in Marburg before *Being and Time*, this course aims at showing how a peculiar interpretation and appropriation of *The Nicomachean Ethics* provides the foundational structure of Heidegger's fundamental ontology.

Offered Fall, 1990

Jacques M. Taminiaux

PL 834 Lonergan's Economics

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis and situate the good of order as economic within the overall framework of the human good.

Offered Spring, 1991

Patrick H. Byrne
Frederick G. Lawrence

PL 841 The Structure of Finite Being

A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined.

Offered Spring, 1991

Norman J. Wells

PL 844 Ethics and the Unconscious (F: 3)

This course will be a seminar that will attempt to understand the relation between ethics and psychoanalysis. Psychoanalysis will be understood in terms of Freud's insight into the nature of the unconscious as this has been interpreted by Jacques Lacan. The study will focus on the text of Lacan's most radical and comprehensive Seminar, *L'ethique de la psychanalyse*, and will take as specific points of reference the major themes of that study: the nature of traditional ethics (from Plato to Kant); the rele-

vance of the Marquis de Sade; the nature of desire, of sublimation; the ethical import of courtly love, of Antigone's choice, etc.

William Richardson, S.J.

PL 855 Seminar: Heidegger I (F: 3)

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (S: 3)

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 936 Capital: Volume I

A seminar on Volume One of *Capital*. The course will concentrate both on the methodology of *Capital* and the significance of the work for social philosophy.

Offered Spring, 1991

David M. Rasmussen

PL 961 Seminar: Bioethics

A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.

Offered Spring, 1991

Oliva Blanchette

Physics

Faculty

Professor Robert L. Carovillano, A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Rein A. Uritam, Chairperson of the Department A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor David A. Broido, B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Assistant Professor Michael J. Graf, B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Assistant Professor Krzysztof Kempa, M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., (Hons. I), Newcastle University College; Ph.D., D.S.C., University of New South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Program Description

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include: PH 711, PH 721, PH 732, PH 741 and PH 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses PH 722, PH 733, and PH 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the

Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are: PH 722, PH 733, PH 742; and four additional courses in distinct areas chosen from the graduate electives of the Department, or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, normally offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and is evaluated by this committee, with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and covers topics agreed to by the student and his Doctoral Committee as appropriate to prepare the student for research work in his area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a *doctoral candidate*.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics; elementary particles, and current algebras; solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

With approval, courses numbered in the

600's may be elected by graduate students for credit.

Course Offerings

With approval, courses numbered in the 600's may be elected by graduate students for credit.

Graduate Courses

PH 700 Physics Colloquium (F, S: no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

PH 707-708 Physics Graduate Seminar I, II (F: 1-S: 1)

Discussion of special problems and topics from the current literature. *The Department*

PH 711 Classical Mechanics (F: 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Robert Becker

PH 721 Statistical Physics I (S: 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Gabor Kalman

PH 722 Statistical Physics II

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications. Offered 1990-91

PH 732 Electromagnetic Theory I (F: 4)

Physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Baldassare Di Bartolo

PH 733 Electromagnetic Theory II (S: 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications. *Baldassare Di Bartolo*

PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

A laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photoemissive, photoconductive, and photovoltaic transducers; analog-to-digital and digital-to-analog converters; microcomputer interfaces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus which will be involved. The course will meet for six hours per week of laboratory work, and one hour of lecture.

*George Goldsmith
Michael Graf*

PH 741 Quantum Mechanics I (F: 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation

theory; angular momentum and spin; symmetry and the Pauli principle. *Pradip M. Bakshi*

PH 742 Quantum Mechanics II (S: 4)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. *Pradip M. Bakshi*

PH 761 Solid State Physics I (F: 3)

Crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, semiconductor theory and devices. *David Broido*

PH 771 Plasma and Space Physics (F: 3)

This course examines comprehensively the plasma state of matter, with emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro-, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas.

Gabor Kalman

PH 799 Readings and Research in Physics (F, S: credits by arrangement)

By arrangement

The Department

PH 801 Physics Thesis Research (F: 3-S: 3)

A research problem of an original and investigative nature.

By arrangement

The Department

PH 802 Physics Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

PH 835-836 Mathematical Physics I, II (F: 2-S: 2)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Pradip M. Bakshi

PH 847 Solid State Physics II

Dielectric and optical properties of solids, ferroelectrics, magnetic properties, superconductivity, topics in metallurgy and defects in solids. Not offered 1989-90

PH 901 Seminar: Space Physics (S: 3)

A selection of current research topics in space physics, such as: the solar wind, force free magnetic fields, wave-particle interaction, convection processes, reconnection.

Robert H. Eather

PH 902 Seminar: Solid State Physics

A study of advanced topics in the theory of solid state.

Not offered 1989-90

PH 905 Seminar: Spectroscopy (S: 3)

Study of the fundamental principles of various spectroscopic techniques (NMR, EPR, absorption, luminescence, photoacoustics).

Baldassare Di Bartolo

PH 906 Seminar: Atomic and Molecular Physics

Studies of atomic and molecular structures, molecular photophysics and flash photolysis. Not offered 1989-90

PH 907 Seminar: Plasma Physics

Plasma kinetic theory. Plasma response functions. Wave-particle interactions. Nonlinear effects. Turbulence. Radiation processes.

PH 908 Seminar: Dense Plasmas

Statistical mechanics of dense plasmas. Equation of state. Response functions and transport coefficients. Bound states and ionization equilibria. Metallic plasmas.

PH 910 Seminar: Topics in Physics (F: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

Krzysztof Kempa

PH 914 Seminar: Topics in Space Physics (S: 3)

A seminar course on advanced topics in space physics.

Robert Carovillano

PH 916 Seminar: Semiconductor Physics

Basic properties of intrinsic non-degenerate and degenerate semiconductors, effects of impurity levels, excess carrier behavior, radiative and radiationless recombinations, trapping of free carriers, junctions and devices.

PH 950 Group Theory

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.

PH 970 Quantum Mechanics III

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

Offered 1990-91

PH 975 Many Body Physics (F: 3)

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.

Gabor Kalman

PH 980 Elementary Particle Physics (S: 3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, field theory and recent developments.

Rein A. Uritam

PH 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

PH 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation

during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science

Faculty

Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Professor Robert K. Faulkner, Chairperson of the Department
A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor David A. Deese, B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Associate Professor John T. Tierney, A.B., Johns Hopkins University; Ph.D., Harvard University

Assistant Professor Eliza J. Willis, B.S.F.S., Georgetown University; Ph.D., University of Texas at Austin

Program Description

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students

to study in other departments and at other universities around Boston.

Master of Arts Degree

There are several variants in the Master's program, all requiring ten courses with at least one course taken in three of the Department's four fields. The passing of a comprehensive examination completes the program.

Regular M.A. program Two courses (three, with permission) may be taken outside the Department, and credit for two courses may be received for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Joint M.A. programs Students take four courses in Classics, Economics, or Law. (Other programs may be added.) A member of the outside department serves on the comprehensive examination committee.

Other programs The Department cooperates in the interdisciplinary program in American Studies, which also includes the departments of Economics, English, History, and Sociology, and in a Master of Arts in Teaching (M.A.T.) program with the School of Education.

The several Master's programs are designed for persons interested in teaching, pursuing the doctorate, and entering government or other public service. M.A. students take the same courses as doctoral students, and they may apply for transfer to the Ph.D. program during or at the end of their M.A. study.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester), about half of which, taken in a single field, constitute a major, and about half of which, distributed over three fields, constitute minors. Study done in another department may be counted toward the major or may be substituted for one of the minors. Where appropriate, special fields of a student's devising may be offered in place of regular fields. Reading proficiency in one foreign language must be demonstrated.

Comprehensive examinations are taken at the end of the course program, after which students undertake their dissertations.

Admissions

Ph.D. applications must be completed by March 1; decisions are made by April 1.

M.A. applications are reviewed as they are completed.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics, which is either renewable or may be replaced by a regular grant.

Occasionally, the Department is able to offer some tuition aid to Master's students.

Course Offerings

Graduate Seminars

American Government

PO 701 Party Systems and Electoral Politics

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government.

Not offered 1989-90

Kay L. Schlozman

PO 703 The U.S. Congress

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

Not offered 1989-90

Gary P. Brazier

PO 706 The American Founding

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.

Not offered 1989-90

Robert Scigliano

PO 708 Judicial Politics

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

Not offered 1989-90

David R. Manwaring

PO 709 American Judiciary

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.

Not offered 1989-90

Robert Scigliano

PO 710 American Presidency (S: 3)

An historical and analytic development of the office and powers of the Chief Executive.

Robert Scigliano

PO 713 Metropolitan Area Government (F: 3)

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.

Gary P. Brazier

PO 718 Private Power in American Public Life (F: 3)

This course will examine the myriad private organizations—corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups and so on—that are involved in American national politics, their relationships with both their constituents and policymakers; the techniques they use to influence political outcomes; and the implications of their activity for public life. Among the readings will be a number of

major interpretations of the relationship of private to public power in American democracy including works by David Truman, Robert Dahl, Mancur Olson, Grant McConnell, James Q. Wilson, and Charles E. Lindblom.
Kay L. Schlozman

Comparative Politics

PO 775 Topics in Soviet Politics

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.
Not offered 1989–90 Donald S. Carlisle

International Politics

PO 858 Chinese Foreign Policy

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security will be examined.
Not offered 1989–90 The Department

PO 864 America in Vietnam (F: 3)

This course surveys American involvement in Vietnam from 1945 through 1975, with emphasis upon the war years and upon the “Lessons” that Americans (Left, Right, Center; scholar, politician, military officer) have drawn from the war.
Donald L. Hafner

Political Theory

PO 907 Machiavelli's *Prince* and *Discourses* (S: 3)

Robert K. Faulkner

PO 909 The Political Philosophy of Montesquieu

Not offered 1989–90 David Lowenthal

PO 911 Aristotle's *Politics*

Not offered 1989–90 Christopher J. Bruell

PO 913 Plato's Political Theology (S: 3)

The chief text for the course will be the *Phaedrus*. Undergraduates are welcome with the consent of the instructor.
Christopher J. Bruell

PO 915 Francis Bacon and the Politics of Progress

A study of Bacon's most obviously “civil and moral” works, especially the *Essays* and the *New Atlantis*. The seminar will propound and test a thesis: these are conspiratorial writings intended to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics.
Not offered 1989–90 Robert K. Faulkner

PO 920 Shakespeare and Machiavelli

Shakespeare's defense of Plato and Aristotle against modern and ancient alternatives.
Not offered 1989–90 David Lowenthal

PO 924 Montesquieu's *Spirit of Laws*

A careful reading of this classic work.
Not offered 1989–90 David Lowenthal

PO 926 Machiavelli's *Prince* and *Plays*

A study of *Mandragola*, *Clizia*, and *The Prince*.
Not offered 1989–90 Robert K. Faulkner

PO 931 Shakespeare's Politics

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.
Not offered 1989–90 David Lowenthal

PO 935 Shakespeare's Politics II

Hamlet, *King Lear*, *Midsummer Night's Dream*, *Measure for Measure*.
Not offered 1989–90 David Lowenthal

PO 941 Natural Rights

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.
Not offered 1989–90 David Lowenthal

PO 944 Rousseau

Not offered 1989–90 Susan Shell

PO 945 Heidegger (S: 3)

A reading of *Being and Time*, with a view toward its politics (or lack thereof).
Susan Shell

PO 946 Hegel

Not offered 1989–90 Susan Shell

PO 948 Political Philosophy of Rousseau

Selected works to be announced.
Not offered 1989–90 David Lowenthal

PO 949 The Political Philosophy of Xenophon

A study of some or all of the following texts (depending on availability): *Education of Cyrus*, *Hellenika*, *Anabasis*, *Symposium*, *Memorabilia*.
Not offered 1989–90 Christopher J. Bruell

PO 953 Aristophanes and Socrates

The course will consider Aristophanes' understanding of the relationship between wisdom and political society through a reading of the *Clouds*, *Frogs*, *Birds* and perhaps one or two other plays.
Not offered 1989–90 Christopher J. Bruell

PO 954 Political Philosophy and History: Thucydides

Not offered 1988–89 Christopher J. Bruell

PO 955 Readings in Classical Political Philosophy

Not offered 1989–90 Christopher J. Bruell

PO 956 Plato's *Laws*

Not offered 1989–90 Christopher J. Bruell

PO 957 Socratic Political Philosophy (F: 3)

Questions raised by the trial and condemnation of Socrates will be taken up through a study of a number of Platonic dialogues. Undergraduates are welcome with the consent of the instructor.
Christopher J. Bruell

PO 958 Morals in Politics: *Nicomachean Ethics* and *The Prince*

A consideration of the priority given ethics by Aristotle's political science, and of the chief criticisms made by Machiavelli.
Not offered 1989–90 Robert K. Faulkner

PO 959 Thucydides

Not offered 1989–90 Christopher J. Bruell

PO 961 Liberalism, Conservatism, and Marxism (F: 3)

A study of the classics of these modern political movements to determine their influence and worth. Readings selected from Locke, Federalist Papers, Mill, Burke, Marx and Engels, Lenin.
David Lowenthal

PO 962 Kant

Not offered 1989–90 Susan Shell

PO 963 German Idealism

A close study of the political thought of the German Idealists.
Not offered 1989–90 Susan Shell

Graduate-Undergraduate Seminars

PO 353 Seminar: Executive Politics and Policymaking (S: 3)

The course examines the executive branch from an institutional perspective, with three major points of emphasis: 1) the chief actors in the executive system (the president, the White House staff, and the chief officials in the executive agencies and departments) and the ways in which they interact over policy issues; 2) the government's vast bureaucratic apparatus, focusing on the sources of bureaucratic power and the relations of agencies with other major institutions, especially the presidency, Congress, and the courts, and 3) the ways in which policy is made in the executive branch and the problems that arise in major areas of governmental activity.
John T. Tierney

PO 362 Seminar: Political Economy and Public Policy (S: 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.
Marc Landy

PO 364 Seminar: The New Deal and the Transformation of American Politics

This seminar examines the New Deal in terms of American political development. It includes an intensive examination of the specific political developments and of the role of FDR's political leadership in shaping those developments.
Not offered 1989–90 Marc Landy

PO 366 Seminar: Problems in Congressional Policy-making

This seminar offers an intensive examination of the nature of policy-making in the contemporary Congress. Special attention will be paid to the ways in which recent changes in the institutional structure and political environment of Congress have affected the legislature's ability to enact effective policies. We shall consider the extent to which changes such as the decentralization of power in Congress have rendered it less capable of responding to broad national needs and less able to enact coherent or comprehensive legislation. We shall focus on the reasons for congressional hypersensitivity to outside pressures and on the consequences of the new entrepreneurial style of congressional policy-making.
Not offered 1989–90 John Tierney

PO 368 Seminar: Legislative-Executive Policy-making

This seminar focuses on the policy-making structures and processes of Congress and the executive institutions (agencies as well as the president). Our concern is to understand the distinctive contributions each institution has to make in the various stages of public policy-making, from the initial identification of problems to the implementation and evaluation of policies. We shall examine how the roles of each institution are shaped by internal characteristics and by constitutional and political factors. We shall also pay attention to the ways in which the roles and capacities of each institution differ from one policy area to another. Not offered 1989–1990 *John Tierney*

PO 376 Seminar: Current Constitutional Issues

Not offered 1989–90 *David R. Manwaring*

PO 379 Seminar: Current Constitutional Issues II

Not offered 1989–90 *David R. Manwaring*

PO 452 Seminar: Topics in Latin American Politics

The topics covered in this seminar vary from year to year. During the 1988-1989 academic year we will discuss the current crisis in Central America. What are the origins, both national and international, of conflicts in the region? What roles are played by key actors, domestic (the military, economic elites, and guerrilla groups) and foreign (U.S. Congress, U.S. President, Cuba and the Soviet Union). Is U.S. intervention justified? If so, in service of what ideals or interests? The seminar will examine the prospects for the peaceful resolution of the crisis. Not offered 1989–90 *Eliza Willis*

PO 456 Seminar: Development and Change in the Southern Cone (F: 3)

In this seminar we will examine the processes of political change and economic development in the Southern Cone countries of Brazil, Argentina, and Chile. We will compare and contrast the paths followed by each nation in response to the common challenges of political instability, economic inequality and poverty, and external dependence. We will consider such issues as the causes and consequences of regime change, the role of the military in politics, and the choice between statist and market-oriented approaches to economic development. *Eliza Willis*

PO 457 Youth, Nationalism, and Political Change in China (F: 3)

In the past ten years, China has undertaken sweeping political and economic reforms, which many believe have fundamentally changed China's youth. Some say that China's youth today are a "me generation," caring more about their personal welfare than about politics and ideology. Some observers assert that nationalism in China has also been changed fundamentally—gone is the emotional and xenophobic stage, replaced by a rational, self-confident nationalism that is open to the ideas and influences of the outside world. Did Mao's revolution fundamentally change China's youth? And are post-Mao reforms changing youth again? This seminar will examine the attitudes and role of youth in China's 20th-century transformation. And by comparing China with other developing states, the seminar will

explore the nature of generational change and nationalism in political development.

Sophia Wang

PO 461 Seminar: Power and Personality (F: 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects. *Marvin Rintala*

PO 462 Seminar: Parties and Party Systems

Parties are often seen as the most powerful institutions in modern political systems. This seminar addresses four related questions: What is a party? What kinds of party are there? What is a party system? What kinds of party system are there? Class discussion will focus first on the major projects. The empirical data will come from modern, especially European, political systems. Not offered 1989–90 *Marvin Rintala*

PO 552 International Politics of the Environment (F: 3)

A survey of the ideas, institutions and issues related to the global politics of the environment. Exploration of issues such as population and resources, urbanization, technology choice and development alternatives. Case studies will focus on tropical rain forests, ozone depletion, the greenhouse effect, acid rain, and the Chernobyl and Bhopal environmental accidents. Other topics to be covered include: the political ecology of oceanic law; the politics of natural disasters; the role of international institutions in protecting the environment (e.g., UNEP, World Bank, Human Rights and Green movements); the revision of the Antarctica Treaty; the connection between security and environmental issues; the political economy of conversion, and nuclear ethics. Key themes to be addressed are the nature/domain of the international environment; linkages between policy at the personal, local, national and global level and the limits and potential of contemporary ecological structures in promoting sustainable societies. *Kishore Mandhyan*

PO 556 Seminar: On War (S: 3)

A course on the causes, nature, and outcomes of international crises and war. Surveys classic and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war. *David A. Deese*

PO 558 Seminar: The State and the International System

This seminar examines the impact of the nation/state upon international politics, and of diverse international systems upon the state. It considers European absolutism, democracy and socialism, personalism in the Third World, war, imperialism, revolution, international cooperation, nationalism and economic depen-

dence and interdependence. The perspectives and theoretical traditions of both comparative and international politics will be addressed. Not offered 1989–90 *The Department*

PO 561 Seminar: Theory in International Politics

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in political science. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building. Not offered 1989–90 *David A. Deese*

PO 563 Seminar: Chinese Foreign Policy (S: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy toward the super powers and toward its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy. *Robert S. Ross*

PO 654 Seminar: The Political Philosophy of Hegel

Undergraduate seminar. A close reading of Hegel's *Philosophy of Right* with special attention to such topics as community, war and peace, and the nature and limits of justice. Some background in political theory or philosophy is recommended. Not offered 1989–90 *Susan Shell*

PO 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamyatin, Eisenstein, Pasternak, and Solzhenitsyn. *Donald S. Carlisle*

Undergraduate Courses Open to Graduate Students

American Politics

PO 302 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken PO 024 or PO 061 or advanced courses in general American politics. *Robert Scigliano*

PO 303 The Modern Presidency (S: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note: not open to students who have taken PO 317.

Marc Landy

PO 305 State and Local Government (S: 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Gary P. Brazier

PO 306 Parties and Elections in America (S: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

PO 308 Public Administration (S: 3)

This course will be devoted to an examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; and public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the "sins" of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policymaking (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policy-making.

John Tierney

PO 310 Politics and the Administration of Justice

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the

constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

Not offered 1989–90 *David R. Manwaring*

PO 311 Urban Politics (F: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

PO 312 Women in Politics

This course will examine various aspects of women's experiences in political, economic and social life in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Not offered 1989–90 *Kay L. Schlozman*

PO 315 Ethical Dilemmas in Modern Transactions and Professional Life (F: 3)

It has become increasingly difficult to apply ordinary ethical standards to modern transactions and to competitive workplace settings. This course explores ethical dilemmas encountered in transactions, such as negotiations, and in professions, such as law, business, and medicine.

Eleanor Homes Norton

PO 316 Topics in American Politics: The President, Congress and the War Power (F: 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

PO 317 American Presidency (F: 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303.

Robert Scigliano

PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills Departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 325 Intergovernmental Relations

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration. Not offered 1989–90

Gary P. Brazier

PO 327 Politics and Policies in Metropolitan Areas (F: 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gary P. Brazier

PO 329 American Political Ideas and Institutions

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Not offered 1989–90 *Robert Scigliano*

PO 330 The Politics of Health Care Policy

This course examines how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past thirty-five years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.

Not offered 1989–90 *John Tierney*

PO 332 "The Great Rights": The First Amendment and American Democracy (S: 3)

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

David R. Manwaring

PO 334 Politics of Environment

This course is organized into two units: the first devoted to natural resource questions; the second to pollution. In each case we begin by looking at alternative definitions of the problem at hand. Then we look at how the federal government is organized to treat the problems. Finally we examine the major policy issues at stake.

Not offered 1989–90 *Marc Landy*

PO 336 Pressure Groups: Organized Interests in American Democracy (F: 3)

This course will examine the nature and activities of the thousands of private organizations—corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups, and oth-

ers—that are involved in Washington politics. Among the topics discussed will be the kinds of interests represented by organizations in the capital, the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington (including PACs and direct mail fundraising) and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising and women's rights.

Kay L. Schlozman

PO 337 Judicial Process

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Not offered 1989–90

Robert Scigliano

PO 340 Public Policy

This course will examine public policymaking in America from both an analytic and developmental perspective. It will look at each of the great waves of policymaking which have occurred in this century and determine the relationship which each has had to contemporary problems and politics.

Not offered 1989–90

Marc Landy

PO 341 20th Century American Political Thought (S: 3)

This course will begin with a brief look at the Founding period in American politics, through the writing of John Adams, Alexander Hamilton, and James Madison. From there we will skip to the late 19th century and read, among others, Henry Adams, Edward Bellamy, Henry George, Josiah Royce, Theodore Roosevelt, Woodrow Wilson, Herbert Croly, John Dewey, and Franklin Roosevelt. The course will conclude by considering a selection of more recent authors writing about contemporary political controversies from a philosophical perspective.

Dennis Hale

PO 343 Politics and Inequality

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1989–90

Kay L. Schlozman

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 348 Representation/Citizenship

These two topics of American politics will be the subjects of intensive examination, with

about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in non-elective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens.

Not offered 1989–1990.

Robert Scigliano

PO 349 Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American Political System. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

Comparative Politics

PO 403 The Making of Modern India (S: 3)

This course will review the confrontation between India's indigenous traditions and European and Islamic influences from the West, and examine the way in which India's contemporary political and social institutions have coped with key problems in modern world history and politics—economic development, ethnic and religious diversity, the struggle for political independence, and nation-building.

Kishore Mandhyan

PO 405–406 Politics in Western Europe (F, S: 3)

A comparative analysis of political thought, action, and organization in Britain and France (PO 405) and in Germany, Sweden, and Switzerland (PO 406). Serves as an introduction to the study of comparative politics.

Marvin Rintala

PO 409 The Soviet Political System (F: 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

PO 410 Government and Politics of China (F: 3)

Since 1978, China's leaders have adopted a series of sweeping reforms that have reversed Mao's "Road to Socialism." Is China evolving from a rigid communist system into a system resembling her non-communist Asian neighbors? Or do China's leaders remain committed Marxist-Leninists? Will the current reforms endure? Can "market socialism" and revolutionary ideology accommodate each other? This course will examine these and many other questions through a review of China's history, contemporary political structure and culture and public policies.

Sophia Wang

PO 412 Comparative Urban Politics

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Not offered 1989–90

Gary P. Brazier

PO 413 The Political Economy of Developing Countries (S: 3)

This course concerns the strategies developing countries adopt to promote economic growth, and the impact these choices have on equality, liberty and basic needs. We will look at the way political conditions influence the choice of alternative strategies for economic development, and how economic choices in turn influence the course of political life. After discussing basic approaches to the study of economic and political development, we will turn our attention to comparing recent experiences in Brazil, China, and Taiwan. In addition, each student will choose a fourth country for individual research.

Eliza Willis

PO 415 Comparing Political Systems (F: 3)

On every continent, the currents of political change are flowing. Communist states are becoming more democratic and capitalist, we are told. Middle eastern states are returning to religious fundamentalism. Western societies are becoming more conservative. Are these genuine changes that go to the heart of political systems? How do we identify the essence of a political system, and how do we compare systems with each other as they change? This course will examine such questions by bringing the tools of comparative politics to bear on the political traditions, political ideas, patterns of participation, and policies of key states in the western, communist, and third worlds.

Sophia Wang

PO 416 Introduction to Chinese Politics (S: 3)

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy. Not open to those who have taken PO 410.

Robert S. Ross

PO 422 Crisis Politics: Violence, Revolution and War

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and total war in the twentieth century. Attention will also be given to the Vietnam episode and to events in America.

Not offered 1989–90

Donald S. Carlisle

PO 423 From Empires to Nations (S: 3)

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be dealt with. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Donald Carlisle

PO 428 State and Society in Latin America (F: 3)

This course explores the sources of political instability and change in Latin America. Why have some states proven so strong while others have appeared so weak? What kind of relationship exists between government and the wider

society? In answering these questions, we will examine the roles of both elites (party politicians, officer corps, business leaders, Church hierarchy) and masses (peasants, industrial workers, squatters). We will also consider the impact of foreign intervention, revolutionary movements, and military dictatorship on stability and growth in the region. *Eliza Willis*

PO 436 African Politics

The modern African state is examined in relationship to its pre-colonial traditional roots, European Imperialism and the articulation of a structure of colonial rule, the development of political parties, the legacy of bureaucratic power, class and ethnic conflict, the pursuit of economic development, the growth of military government, the alternative of personalist rule, the possibility of revolution and the persistent challenge of external actors. The focus of this course is on the problem of state building in a context of cultural, social, economic, and political change.

Not offered 1989–90

The Department

PO 439 Leadership in Europe (S: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany. *Marvin Rintala*

PO 440 The National Character of Politics

This course uses the concept of national character to understand European politics. It addresses such questions as: How has this concept been used and abused in the past? What is national character? Is this concept identical to the concept of political culture? Of what use in selected European cases is either concept? Case studies include the national character of politics in Britain, France, Germany, Italy, and Spain. The final question addressed by this course is: How useful are national character studies of politics outside Europe?

Not offered 1989–90

Marvin Rintala

PO 441 Politics and Society in Western European (F: 3)

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe. *Marvin Rintala*

PO 442 The Political Institutions of Western Europe

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

Not offered 1989–90

Marvin Rintala

International Politics

PO 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an in-

troduction to the study of international politics.

Donald L. Hafner

PO 503 Chinese Foreign Policy

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security, will be examined.

Not offered 1989–90

The Department

PO 504 International Politics of Europe: World War II to the Present (S: 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hafner

PO 506 Soviet Foreign Policy (S: 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country", the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Carlisle

PO 509 International Organization

The study of international organization is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined—from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government.

Not offered 1989–90

The Department

PO 513 International Politics of South Asia (F: 3)

A study of the international politics of the South Asian region since the Second World War, including the foreign policies of India, Pakistan, Bangladesh, Afghanistan, Sri Lanka, Burma, and Nepal. Topics to be covered include: state formation and the emergence from colonial rule; conflicts among the South Asian states; the impact of the U.S., Soviet Union, and China on the region (e.g. the Afghanistan crisis and superpower presence in the Indian Ocean); nuclear proliferation in the region; the political economy of South Asia; regional environmental politics; and efforts to develop organizations for regional cooperation.

Kishore Mandhyan

PO 514 Great and Local Powers in East Asia (S: 3)

Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional

conflicts, including the Korean and Viet Nam wars.

Robert S. Ross

PO 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald L. Hafner

PO 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy; liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination to the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets. *David A. Deese*

PO 526 Advanced Topics in International and Comparative Political Economy (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.

David A. Deese

PO 527 Comparative Foreign Policy of Developed & Developing Nations (F: 3)

This course analyzes the general processes and patterns of foreign policy-making and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policy-making bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy. Not open to those who have taken PO 434.

David A. Deese

PO 536 North-South Relations

This course examines the role of the Third World in the international system. Topics include new trade regimes, the debt crisis, technology transfer, development assistance, labor migration, refugees, nuclear and conventional arms diffusion, guerrilla war, and civil intervention. Theories of imperialism, fundamental system change, and balance of power politics will be considered.

Not offered 1989–90

The Department

Political Theory

PO 601 Introduction to History of Political Philosophy

An introduction to the history of political philosophy. Readings will include works of Plato,

Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.
Not offered 1989–90 Susan Shell

PO 604 Problems of Liberal Society

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Not offered 1989–90 David Lowenthal

PO 606 Foundations of Modern Political Philosophy (S: 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. In 1989–90 the readings will focus on works by Machiavelli, with some attention to Bacon and Nietzsche. A graduate section may be offered.

Robert K. Faulkner

PO 609 American Political Thought

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators.

Not offered 1989–90 Robert K. Faulkner

PO 612 Political Philosophy of Plato

A study of Plato's view of the best form of government—what are its chief features; how would such a society differ from ours; what can we learn from Plato's treatment about the effect of politics on our lives? Reading: Plato's *Republic*.

Not offered 1989–90 Christopher J. Bruell

PO 613 Marx

A close examination of Marx's works with a view to uncovering his meaning for the 20th century.

Not offered 1989–90 Susan Shell

PO 615 Socrates and Athens

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.

Not offered 1989–90 Christopher J. Bruell

PO 616 Modern Political Theory (F: 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings may be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Susan Shell

PO 619 Fundamentals of Classical Political Philosophy This is a course designed to introduce students to classical political philosophy, the approach to the understanding of politics developed by Socrates, Plato, and Aristotle.

Not offered 1989–90 Christopher J. Bruell

PO 621 Topics in Classical Political Philosophy (F: 3)

Readings will be chosen for their relation to one or more central themes, for example: modern criticisms of classical political philosophy (Machiavelli); war and peace (Thucy-

dides); education and political leadership (Xenophon, Aristophanes, Plato); politics and literature (Homer, Euripides, Aristophanes). No previous background in political theory is required.

Christopher J. Bruell

PO 623 Politics and Education

Selections from Plato's *Republic*, Locke's *Thoughts on Education*, and Rousseau's *Emile*.

Not offered 1989–90 David Lowenthal

PO 624 Political Thought of Abraham Lincoln

A study of selected speeches.

Not offered 1989–90 David Lowenthal

PO 627 Shakespeare's Political Wisdom I (F: 3)

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearian plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics (S: 3)

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Aristotle, J. S. Mill, and Bacon.

Robert K. Faulkner

PO 632 The Philosophy of American Democracy

The nature and limits of American democracy as seen through John Locke's *Letter on Toleration*, *The Federalist Papers*, Tocqueville's *Democracy in America* and the speeches of Abraham Lincoln.

Not offered 1989–90 David Lowenthal

PO 634 Contemporary Political Theory

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1989–90 Susan Shell

PO 638 Political Idealism

This course will examine the meaning of idealism in modern politics. Readings will include topical selections and works by such authors as Kant, Thoreau and Weber.

Not offered 1989–90 Susan Shell

Special Graduate Courses

PO 799 Reading and Research (F, S: 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement The Department

PO 801 Thesis Seminar (F, S: 3)

By arrangement The Department

PO 802 Thesis Direction (F, S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who

have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement The Department

PO 998 Doctoral Comprehensive

The Department

PO 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Program for Women in Politics and Government

This is a one-year, part-time, certificate program that combines academic and practical training. It aims to encourage and educate women in the intricacies and realities of the political world and to provide them with skills useful for appointive or elective office or other employment in local, state or national government. The program includes course work and research, an internship in the public sector, and special seminars on topics ranging from communications skills to public management. While not a degree program or part of the department's regular offerings, and thus not for MA or Ph.D. candidates, the program does grant twelve graduate credits. For information, contact its director, Betty Taymor, or its associate director, Elizabeth Sherman.

PO 371–372 Women in Political and Governmental Careers (F: 6–S: 6)

Betty Taymor

Psychology

Faculty

Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Professor Randolph Easton, Chairperson of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Professor Marc A. Fried, Director of Psycho-Social Studies B.S. City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D. University of Michigan

Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Professor William Ryan, A.B., Ph.D., Boston University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Associate Professor M. Jeanne Sholl, B.S., Bucknell University; M.S., Idaho State Univ., A.M., Ph.D., Johns Hopkins University

Associate Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Associate Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Assistant Professor Gregory F. Ball, B.A., Columbia College; Ph.D., Rutgers University

Assistant Professor Hiram J. Brownell, A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Assistant Professor Karen Schneider-Rosen, B.A., Brandeis University; Ph.D., Harvard University

Program Description

The Ph.D. Program in Psychology at Boston College is designed to enable students to pursue full-time advanced study and research on social issues and cognitive processes from an ecological perspective. Students are admitted whose interests fall within one of the Program's three main concentrations (biological, cognition/perception, and social), are consistent with the Program's ecological perspective, and who have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program is designed both for students who seek employment in nonacademic settings, such as government agencies or industry, and for those who wish to pursue academic careers. The aim of the faculty is to provide an intellectual environment that allows students to pursue their own educational and research objectives to the fullest extent. In part this is accomplished by maintaining a very low ratio of students to faculty: The number of students admitted each year is deliberately kept small enough to maintain a favorable student-to-faculty ratio of about 1 to 1. As a consequence, it is possible for each student to work with a small group of faculty members to develop his or her own educational curriculum.

The Ecological Perspective

While faculty and students in the Program are involved in a wide range of individual research pursuits (described later), they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of

the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. In planning and carrying out research on any psychological process, no matter how narrowly or broadly the process is defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates in people's lives.

This does not mean that the Program is concerned only with applied research. Indeed, it is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which human behavior and experience take place, and, conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

The Three Concentrations

The research specialties of the faculty and students in the Program fall into three broad categories.*

Concentration in Biopsychology

The main focus of the biopsychology concentration is on the neural, endocrine and ecological determinants of reproductive behavior. The animals studied include birds and rodents, and both laboratory and field research methods are employed. Research interests include: (1) Neural basis of maternal behavior. This research examines how limbic and hypothalamic motivational systems interact with both sensory and motor systems in the control of maternal behavior in the rat. (2) Neuroendocrine control of seasonal reproduction in birds. This line of work examines how the brain mediates the response of the endocrine system to alterations in physical and social stimuli, which include changes in daylength, courtship behavior, and territorial behavior. (3) Neurochemical basis of sexually dimorphic reproductive behavior in birds. The main emphasis of this research is on song production in starlings which is a male-typical trait. Research is aimed at defining the neurotransmitters utilized in the central neural song system, and how this system interacts with steroid hormones. (4) Comparative analysis of the neural basis of parenting. This line of work examines the extent to which similar neural systems underlie parental behavior in birds and mammals.

Concentration in Cognition and Perception

Faculty in the cognition and perception concentration are studying mental processes, their development, and their application to a variety of common human settings and problems. Areas of study include basic processes of perceptual organization with application to intersensory substitution in the visually handicapped; cognitive processes in reading with application to reading disorders; individual learning styles with application to development of educational settings; the human sense of direction with application to mapping and navigational problems; neuropsychological studies of attention with application to attentional changes in aging and in disorders such as Alzheimer's disease; information-processing consequences of mood states; the relation between cognition and affect in developmental psychopathology; and the development of cognitive, linguistic and aesthetic abilities in children.

Concentration in Social Issues and Processes

Faculty and students in the social concentration are involved in a broad spectrum of stud-

ies, ranging from basic aspects of human interaction and communication, at one end, to studies of social institutions and processes that link the individual to the larger community, at the other. Most of the faculty involved in this concentration are attempting to develop and improve basic psychological theory through work in real-world settings. Some are involved directly in studies of community issues and problems. Included among these are studies of the psychological consequences of social stratification, of minority status, of type of housing, and employment or unemployment, and of type of education. Other work at the community level includes studies of democratic values and ideals in relation to institutions such as schools, cross-cultural investigations, and the impact of gender. At a more individual level of analysis are studies of the origins and resolution of conflict between individuals in families and other groups; studies of the psychological and interpersonal consequences of child maltreatment; studies of the psychological and social origins of self esteem; and studies of human communication, both verbal and nonverbal.

In both the Cognition and Social concentrations, the relation between basic and applied research is a reciprocal one—the knowledge gained from observing the human problem, or the setting in which a behavior normally occurs, contributes to the development of basic understanding of the mental process, which in turn contributes to potential application.

***Specific faculty research interests are available from the Department upon request.**

The Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. The assumption is that each student has a different set of interests and educational objectives, and comes with a unique background of previous learning. After initial consultation with the faculty, the student selects a major advisor and with that person, selects two other faculty members as adjunct advisors. These three faculty members constitute the student's advisory committee, who work with the student to help design a specific program of studies, including coursework within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research leading to the doctoral dissertation. While the content of each student's work is different, there are certain common elements to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops

The only required courses in the Program are (1) a two-semester research methods and statistics course dealing with both experimental and nonexperimental methodology and data analysis; and (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective. Both of these courses are taken during the student's first year in the Program. Other courses are selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. It is expected that students' educational needs will often carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University will be quite common. Credits can be earned through such means as tutorials, re-

search workshops, and independent research, as well as through formal courses.

Starting in their first year, students will also participate in a departmental research workshop representing the three concentrations of the Program and a smaller research workshop within the student's area of research interest. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved in the three concentrations. While the primary responsibility for supervising the student's work lies with the major advisor, students are expected to continue to attend and contribute to the research workshop for the entire duration of their study in the Program. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

Fieldwork

Students are encouraged to confront the psychological and social processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, all students are required to spend one full semester or its equivalent in a field setting that would provide them with an alternative view of the processes that they are studying, and would also provide them with first-hand knowledge of the opportunities, problems, and constraints associated with field research generally.

Independent research and dissertation

The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research, to communicate that research in clear and concise prose in a doctoral dissertation, and to defend the research as a mature scholar in oral exchange with the faculty. It is the dissertation research that provides a significant focus around which many other aspects of the student's graduate education revolve. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but are also expected to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program, and during their first year they are expected to sharpen and focus their research interests. By the second year, all students should be directly involved in research. After demonstrating research competency by the end of their second year, students move on to develop a dissertation proposal. The culmination of this work, scheduled to occur in the fourth year, is an oral defense of the dissertation to the Program.

The Kind of Student Sought

The Program is ideally suited for students who have already developed intellectual and professional concerns that they hope to pursue more fully and in greater depth, and who have already developed sufficient scholarly and personal maturity to begin individual work without a great deal of structured course experience. Because of the Program's emphasis upon tutorial relations to the faculty, it cannot meet the needs of otherwise qualified students

whose specific interests are not reasonably compatible with those of at least one member of the faculty. The emphasis upon real-world application and fieldwork, combined with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings.

The Program welcomes students who may have spent considerable time outside of academic settings, as well as students who are recent recipients of the bachelor's degree. While most candidates will have majored in psychology as undergraduates, students who majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

Financial Support

Students admitted to the Program are eligible for an annual stipend of \$6,500 plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of research and teaching assistantships during the first two years of study and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected so as to be consistent with the student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work. In occasional cases of special need, students may accept additional part-time employment, either inside or outside the University, if it can be shown that such employment will not interfere with satisfactory completion of work to the Ph.D. within the four-year period.

Application to the Program

To apply for the Ph.D. Program you should submit the following items to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.
- Abstract of courses.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

Note: Applications are accepted for fall-term admission, only. The deadline for application is February 15.

Course Offerings

Doctoral Program

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of var-

iance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables. *Hiram Brownell*

PS 608 Multivariate Methods and Statistics (S: 3)

Prerequisites: PS 606 or consent of instructor
This course will provide a conceptual basis for multivariate statistics and, in addition, considerable discussion of their application in research settings. The emphasis of the course will be on multiple correlation and regression. Other topics will include the relation between analysis of variance and multiple regression, analysis of covariance, principle components analysis and factor analysis, and multidimensional scaling. Results of analyses using available statistical packages will be discussed.

Hiram Brownell

PS 609 Clinical Psychology

Prerequisite: Consent of instructor
Issues associated with the treatment of psychological disorders will be addressed, including the nature of mental health, the distinction between normality and pathology, the definition of change and the processes by which change occurs, the therapeutic relationship and the factors influencing the course and outcome of psychotherapy. Several different schools of psychotherapy will be discussed, with an emphasis on the theoretical assumptions and implications of each perspective. Moral and social dilemmas confronted by mental health professionals will be addressed. Research problems with clinical populations, and studies on the effectiveness of psychotherapy, will be reviewed. Not offered 1989-90 *Karen Schneider-Rosen*

PS 611 Seminar: Spatial Cognition (S: 3)

Topics in spatial cognition will be explored in a seminar format. The way organisms acquire, organize, and utilize information about spatial interrelations will be examined from developmental, experimental, physiological/anatomical, neuropsychological, and individual differences perspectives. Topics to be covered include sex differences in spatial ability, spatial ability in the blind and in brain-damaged individuals, cortical and subcortical "where" systems, mental imagery, and cognitive mapping processes in children and adults. The course is open to both graduate and advanced undergraduate students. A prerequisite is required for the latter: Cognitive Psychology (PS 147) or Perception (PS 143). *Jeanne Sholl*

PS 612 Social Cognition (S: 3)

Prerequisite: Consent of instructor
This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping. *Marianne LaFrance*

PS 621 History and Theories of Psychology (F: 3)

Prerequisite: Consent of instructor
Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists

to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology.

Ali Banuazizi

PS 622 Democratic Values in Education and Child-Raising

Prerequisite: Consent of instructor

How can we educate and raise children so that they grow up to behave most effectively and morally in a democratic society? This will be the central question from which we will examine various theories of education, child development, and childrearing. (Seminar open to graduate students in Education, Counseling, and Psychology as well as to select undergraduates.)

Not offered 1989–90

Peter Gray

PS 632 Seminar in Piaget and Cognitive Development

Undergraduate prerequisite: A course in developmental psychology

Graduate prerequisite: None

This seminar examines the cognitive development of the child. The focus will be on Piaget's studies of cognitive development from infancy to adolescence. However, alternative, rival theories are considered, as well. Each student will be responsible for a class presentation on a topic of his/her choice.

(Not open to students who have taken PS 158, PS 232 or PS 258).

Not offered 1989–90

Ellen Winner

PS 633 The Dynamics of Stress and Adaptation

Prerequisite: Consent of instructor

Stress has been invoked to explain a wide range of major and minor forms of malfunctioning in physical health, mental health, and social behavior. This seminar will examine the evidence for the thesis that stress is a primary influence on these phenomena. In developing a model for understanding the dynamics of stress, attention will be devoted to the varieties of stressful experiences, their different consequences, and the intervening significance of psychological and social processes. The significance of different forms of coping and adaptation for dealing with stress will be evaluated.

Not offered 1989–90

Marc A. Fried

PS 637 Seminar in Developmental Psychopathology

Prerequisites: PS 136 and PS 139

In this seminar, an exploration will be made of the origins, nature, and course of psychological disorders at various ages. Psychological disturbance will be studied in terms of deviation from normal functioning. Interrelationships between cognitive, social, and emotional development in normality and pathology will be examined. Theoretical and empirical issues in the area of developmental psychopathology will be discussed.

Not offered 1989–90

Karen Schneider-Rosen

PS 638 Child Development

Prerequisite: Consent of instructor

We will examine age differences in the person-

ality structure and cognitive and social behavior of the developing child. We will pay particular attention to the relation between the way our society provides for children and our scholarly understanding of the way children develop. The course will be organized around students' presentations of topics that reflect their interest in child development.

Not offered 1989–90

Michael Moore

PS 643 Perception

Prerequisite: Consent of instructor

The course will compare two major theories of perception—Helmholtzian unconscious inference versus Gibson direct pick-up. The role of perceptual constancy, ambiguity and illusion for each theory will be explored. In addition, the consequences of each theory for an understanding of mental imagery (spatial thought, memory and dreams) will be considered. Finally, the consequences of each theory for general models of psychological process will be discussed.

Not offered 1989–90

Randolph D. Easton

PS 647 Cognitive Psychology

Prerequisite: Consent of instructor

In this course, we will explore the "cognitive revolution" that has taken place in psychology in the past few decades. Topics to be investigated include memory, language, concept formation, mental imagery, attention and consciousness, reasoning, and problem solving and creativity. We will explore the contributions of artificial intelligence (computer simulation) to the understanding of these topics.

Not offered 1989–90

Ellen Winner

PS 648 Cognitive Neuropsychology

Prerequisite: Consent of instructor

Theoretical descriptions of memory, language, and spatial ability developed within the fields of cognitive psychology and psycholinguistics are applied to the study of the behavioral deficits that often accompany damage to the brain. This approach is used as a tool to constrain psychological theory and explicate the nature of the mental structures and processes that underlie complex human behaviors.

Not offered 1989–90

Jeanne Sholl

PS 650 Advanced Physiological Psychology (S: 3)

Prerequisite: PS 150 or consent of instructor

This course will present an advanced treatment of the physiological basis of sensory and motor processes, motivation and emotion, learning and memory.

Michael Numan

PS 662 Health Psychology (F: 3)

The role of psychological factors in the prevention of illness and the maintenance of health will be explored through a critical review of research findings and theoretical advancements in the current psychological literature. Cognitive and behavioral methods currently available for the prevention of disorders will be described and evaluated.

Joseph J. Tecce

PS 669 Childrearing and Education: A Psychobiological Perspective

In this course we shall examine parent-child and teacher-child relationships from the broad vantage points of evolutionary theory, comparative psychology, and comparative anthropology. Education, defined as the process of cultural transmission, is what sets us apart from other animals. What special human instincts, provide the basis for cultural transmission?

What implications can we draw for the practices of childrearing and education in our society? This course will operate as a seminar. The instructor will present his own point of view and each student will read independently and make presentations to the class on these issues. The course is designed primarily for graduate students and upper-division undergraduates in psychology, sociology, or education. No special biological background is required.

Not offered 1989–90

Peter Gray

PS 677 Social and Economic Contexts of Psychological Well-Being (S: 3)

Prerequisite: Consent of instructor

The purpose of this seminar is to examine psychological well-being as one indicator of the quality of life in different sectors of the society. Special emphasis will be given to the economic sphere particularly in regard to the impact of macro and more localized economic change on workers. Research will be critically examined for its substantive contributions to explaining the social contexts of human functioning and the usefulness of its methodologies for understanding the basic individual/society relationship. Students will be encouraged to develop comprehensive knowledge of research and theory in an area of their choosing that addresses the basic themes of the seminar.

Ramsay Liem

PS 703-704 Research Workshops (F: 3-S: 3)

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and critiqued.

The Department

PS 707-708-709 Fieldwork Seminar (F: 3-S: 3; Summer: 3)

In this course, students work in human service, educational or business settings to gain exposure to the issues and problems faced by practitioners within the student's area of research interest. Arrangements for fieldwork are made between the student and his or her major advisor.

The Department

PS 753 (ED 541) Dynamics of Family Life (F: 3)

Prerequisite: Consent of instructor

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling and training.

Murray Horwitz

PS 758 Social Inequality and Social Policy

An examination of competing conceptions of equality and inequality as they bear on questions of social policy. Specific issues (e.g., affirmative action, comparable worth, feminization of poverty) will be analyzed within this framework. Seminar format with active participation of students required.

Not offered 1989–90

William Ryan

PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective.

Peter Gray

Two Summer Human Interaction Institutes:**PS 824 Resolving Conflict: Interpersonal and Intergroup**

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends, June 2-4 and June 9-11. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Murray Horwitz

PS 825 The Social Self: Group Influences on Personal Identity

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two consecutive weekends, May 12-14 and May 19-21. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

*Donnah Canavan
Murray Horwitz*

Institute of Religious Education and Pastoral Ministry

Faculty

Robert P. Imbelli, Director, and Associate Professor of Theology

Maureen R. O'Brien, Assistant Director for Academic Affairs

Sandra A. Hurley, Assistant Director for Administration

Sheila L. McEvoy, S.N.J.M., Sabbatical Program Coordinator

Mary C. Boys, S.N.J.M., Associate Professor of Theology and Religious Education

Thomas H. Groome, Associate Professor of Theology and Religious Education

Claire E. Lowery, Adjunct Associate Professor of Pastoral Ministry and Field Education Program Coordinator

Elizabeth H. Galbraith, r.c., Lecturer, Spirituality

Program Description

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area which form the Boston Theological Institute. The various programs of the Institute aim at the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.).

Master of Education in Religious Education (M.Ed.)

Candidates for the Master's degree in Religious Education study a core curriculum which enables them to integrate critically theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and with the social sciences. The core distribution includes courses in theory, history and practice of religious education, systematic theology, biblical studies, and the psychology and sociology of religion.

For students who enter the program with little or no prior experience in the practice of religious education, but even for experienced students who want to extend and diversify their practical skills in the field, Field Education and Supervised Practicums are available in a broad range of parishes, public and parochial high schools and elementary schools.

The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Occasionally, students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

Master of Arts in Pastoral Ministry (M.A.)

Candidates for the M.A. in Pastoral Ministry follow a core curriculum which includes courses in systematic theology, biblical studies, religious education, and courses related to the student's particular ministerial concentration. These concentrations are:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Leadership/Church Management
- Spirituality and Ministry

- Hispanic Ministry
- Joint M.A./MSW in Social Work

The last three programs are described in more detail below.

A special aspect of the M.A. program is a required Field Education program that combines field placement and a Supervised Practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required. Occasionally, students with deficiencies in their academic background may be required to complete course work in excess of these minimum requirements.

Spirituality and Ministry Concentration

The Spirituality and Ministry concentration within the Master's Program in Pastoral Ministry combines the following elements: theological and biblical studies; courses in the foundations, history and contemporary study of spirituality; field education placement in one of the spiritual life centers in the Boston area; a weekly practicum in contemporary spirituality and spiritual direction with the staff of the Center for Religious Development in Cambridge, Ma.; and the integrative colloquium required of all M.A. students.

The purpose of the concentration is to help pastoral ministers become more familiar with the dynamics of spiritual growth and more skillful in the ministry of spiritual enablement within their respective parishes, schools, or communities.

This program has a limited enrollment, and the application deadline for September study is March 1.

Hispanic Ministry Concentration: A Joint Program with the Mexican American Cultural Center (MACC)

This program is conducted jointly with the Mexican American Cultural Center in San Antonio, Texas. It is designed to provide the theological, cultural and ministerial preparation most relevant for both Hispanic and non-Hispanic persons engaged in ministry to the Spanish-speaking community in the United States. Half the course work, including the ministerial practicum, takes place at the Mexican American Cultural Center in San Antonio. The other half of the course work is done at Boston College either during the academic year or during the summer.

This program requires bilingual competency or the willingness to achieve basic competency in Spanish while studying for the degree.

Joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (MSW)

This proposed program, currently under University review, would enable students to study concurrently for the M.A. degree in Pastoral Ministry and the MSW in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three

years (length of time may vary if students take summer courses in Pastoral Ministry).

Prospective students must apply to both the Institute and the Graduate School of Social Work. Please see the description of this program under the Social Work section in this catalog.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of professional experience in ministry, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare a project on a subject of specialized ministerial or educational concern. The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed.: 36 credit hours for academic year students and 30 credit hours for summer school students only.

Sabbatical Renewal in Ministry Program

This is a comprehensive renewal program for people who have spent a number of years in various educational and pastoral ministries in the Church. Participants update their theological knowledge by auditing courses that meet their own interests and needs. In addition, they participate in a variety of activities that are directed towards the renewal of the whole person. These include cultural and artistic opportunities, recreation, retreats and worship. Career counseling and computer instruction, both introductory and intermediate, are also available. The only program requirement is that each participant audit one course per semester.

The sabbatical program has limited enrollment and preference will be given to those who can spend from September 1 through May 15 in the program. *Application deadline is May 1 for this program.* International applicants should allow more time for completing the application process.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with an appropriate Master's degree (e.g., in theology, religious studies, or religious education) are normally required to complete 50 hours of coursework. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is

available from the Institute. *Enrollment is highly selective, and the application deadline for September study is March 1.*

Course Offerings

TH 431 (ED 632) The Psychology of Youth Religious Development (F: 3)

The focus of the course is on developing the capacity to relate critically psychological and theological models of development to the data of individual lives. Primary attention will be given to adolescence (ages 14–18) and early adulthood (ages 18–22). Theorists who will be covered include both structural developmentalists (Kohlberg, Gilligan and Fowler) and psychoanalytic thinkers (Anna Freud, D.W. Winnicott, Ana-Maria Rizzuto).

This course is designed so that students may continue into TH 432 (ED 839) as a year-long sequence, although either course may be taken independently.

H. John McDargh

TH 432 (ED 839) The Psychology of Adult Religious Development (S: 3)

This course continues the interdisciplinary analysis of TH 431 (ED 632) into the nature of faith development in the human life cycle. TH 431 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of the "life crisis" in the development of faith, the creation of family and community, sexuality and spirituality through the adult years, and the problem of facing loss that is the result of death, divorce, or separation. Theorists studied include Valliant, Gilligan, Fowler, Jung, Erikson, Neugarten and Levinson.

Students will conduct four faith-development interviews covering a wide span of years and write a final project paper. In addition, graduate students will maintain a journal of readings.

Margaret Gorman, R.S.C.J.

TH 434 Theology and Psychology of Relationship (F: 3)

A study of contemporary spirituality in conjunction with the theological and psychological dynamics of relationship. This course will explore a renewed understanding of conversion which allows us to see the life of grace as a "life process" involving phases of development which confront us with God's freedom for us and our response to God, one another and ourselves. This course is directed toward enabling ministers to look at the questions of faith that are operative in their lives and the lives of those they are called to be with in ministry. Special attention will be given to a foundational understanding of such topics as grace, covenant, discipleship, prayer, imagination, story and symbol.

Claire E. Lowery

TH 501 The Triune God and Human Transformation (F: 3)

This course offers a graduate level introduction to the contemporary context of theology and presents an approach to the theological task that draws upon the exploration by Rahner and Lonergan of the human quest for authenticity. This quest is met by the gracious revelation of God in Jesus Christ who calls the human, both as person and as community, to ongoing transformation.

The course will consider the content of

Christian faith in the triune God and the way of discipleship which it inspires; and will examine some implications of that faith for spirituality and ministry. (No prior familiarity with Rahner or Lonergan is required.) *Robert Imbelli*

TH 502 The Experience of Spirit in Christ and Church (S: 3)

An exploration of the theological identity of Christ and Church from the perspective of the Christian experience of Holy Spirit. Study of New Testament Christology and Ecclesiology and consideration of contemporary developments and issues are directed towards the articulation of a comprehensive model of Christ and Church.

Robert Imbelli

TH 532 Art of Pastoral Counseling (S: 3)

This course will provide both a clinical and theoretical approach to understanding the major issues and questions that are operative in the contemporary practice of pastoral care. Lectures, films, video lab and discussions will give special attention to the integration of theology with basic psychological theories, dynamics, techniques and models of pastoral counseling.

Claire E. Lowery

TH 535 Theological Foundations for Contemporary Spirituality (F: 3)

Spirituality is viewed as awareness of and response to God's self-revelation and continuing engagement with us. The course will focus on contemporary religious experience and spiritual growth considered in themselves and in light of the Christian spiritual tradition. Topics will include the integration of a contemplative attitude with life activity, the developing relationship with God, the growth of Christian freedom, and spiritual life amid conflicting religious values. Students will work with readings, reactions to presentations, individual and group reflection.

William Connolly, S.J.

TH 536 Pastoral Issues in the New Code of Canon Law (S: 3)

This course is designed as an exploration of the new code, with special emphasis upon pastoral issues confronting the minister. Among the topics treated are due process, leadership and governance in the Church, and issues regarding the sacraments, marriage in particular.

Joseph Koury, S.J.

TH 539 (ED 630) Biblical Interpretation in Education and Ministry (F: 3)

Exploration of the role and function of the Scriptures in educational and pastoral contexts. Includes attention to the development of historical criticism; to modern theories of interpretation; and to issues regarding inspiration, fundamentalism and cross-cultural perspectives. Also encompasses some specific ways of teaching the Scriptures more imaginatively.

Mary C. Boys, S.N.J.M.

TH 600 Leadership in Church and Society (S: 3)

This course will explore the meaning of leadership and its relationship to church ministry and modern society by drawing on existing theories and the life experiences of students. Classes will focus on: communication as a vital part of the leadership process, situational variables affecting leader behavior, the role of the leader with personality needs and job demands as major factors in effective leader behavior, appropriate leadership styles in parish and other church related ministries today, and the dimensions of planning and implementing

change. The case study method will be used to provide concrete situations involving leadership dilemmas. These case studies will directly relate to the material being used in class.

Ann Morgan

TH 601 Creative Life Study (F, S: 3)

Prerequisite: TH 617 or Life-Context Intensive Journal Workshop.

Life Study utilizes Intensive Journal procedures to put us in intimate contact with the life, wisdom and spirituality of creative persons in history. We become "Journal Trustees," i.e., keep a Journal on his/her own behalf. This vital contact with the inner life can evoke our own life-wisdom and broaden our spirituality.

Elizabeth H. Galbraith, r.c.

TH 605 Integrative Colloquium in Pastoral Ministry (F: 3)

The colloquium provides the student with a learning experience that fosters a personal integration between theology and pastoral practice. Students engage in a process of critical reflection that promotes both a better understanding of the application of theological teaching to a concrete situation and an ability to determine what a particular pastoral situation may have to say to Theology. A case study method is used to examine contemporary church issues from the perspective of pastoral experience. *This course is required of all Pastoral Ministry degree students.*

Claire E. Lowery

TH 606 (ED 836) The Theologian and Minister as Teacher (F: 3)

What shape does "education for a 'critical' faith" take in practice? This course is offered for graduate students in theology, religious education and pastoral ministry, who see teaching as their life's work and who desire to deepen their theoretical and practical foundations. Participants will learn a range of teaching strategies and practice developing skills in the use of each strategy. Actual laboratory experience will be supplemented by discussion of the philosophical and theological issues involved in teaching and learning. Videotaping will be used as appropriate.

Mary C. Boys, S.N.J.M.

TH 617 Intensive Journal Method and the Spiritual Life (F, S: 3)

The Intensive Journal course consists of two workshops, readings in Progoff and biweekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. One learns to work nonanalytically with one's life on many levels and in many areas; the goal is to focus, clarify and integrate life experiences.

Elizabeth H. Galbraith, r.c.

TH 638 Advanced Intensive Journal Method and the Spiritual Life (F, S: 3)

Prerequisite: TH 617

The Advanced Journal Method course deepens a student's understanding of the Journal Method, and his or her own life processes and principles. In doing so, the student comes to appreciate the holistic principles operative in his or her life and God's activity. The course includes advanced work with dreams and imagery, and treats special questions such as discernment, integration, and transformation as they arise.

Elizabeth H. Galbraith, r.c.

TH 640 Pastoral Care: Death and Dying (F: 3)

This course will serve as a thorough introduction to the basic theological-pastoral dimen-

sions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

John Grimes

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course provides students with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes to be stressed include normality and integration; personality growth and sexuality; play and the irrational; and the links between psychological and theological experiences.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (S: 3)

The goal of this course is to assist the minister in handling common and current forms of human disturbance. Using case studies and the insights of contemporary models of the person, attention will be paid to depression, neurosis, narcissism, eating disorders, the borderline personality and problems in relationships. Practical application of theoretical knowledge to counseling and pastoral situations will also be examined.

Michael St. Clair

TH 717 (ED 635) The Education of Christians: Past, Present, and Future (S: 3)

An historical investigation of perennial and contemporary issues in the ministry of Christian religious education. The present is reflected upon in the light of a critically reclaimed history of various epochs and movements in the history of the Church's educational ministry. This course closely parallels the history of theology and general education and, while focused on the history of religious education, is also of interest to ministry in general.

Mary Kay Oosdyke, O.P.

TH 800 (ED 538) Religious Education for a Public Church (S: 3)

Religious educators in contemporary Western societies must attend to such dominant cultural themes as the separation of public and private spheres of life, individualism and pluralism. Incorporating insights from sociology of religion and ethics, we will examine religious education approaches which 1) help to shape faith communities imbued with Christian social commitment, and 2) prepare them to work with other groups toward a renewal of public life. Participants will be encouraged to uncover case studies of religious education for a public church: for example, recent pastoral letters of the U.S. Bishops on social issues.

Maureen R. O'Brien

TH 816 (ED 539) Christian Ministry: Education for the Reign of God (F: 3)

This course examines the foundational questions that Christian religious educators ought to answer regarding their ministry for the Reign of God. These questions are explored in

conjunction with other forms and functions of ministry.

Mary Kay Oosdyke, O.P.

TH 901 (ED 735) Traditions of Religion and Education (S: 3)

An inquiry into the most significant and foundational questions of educating in faith. The course is constructed on an analytic framework that examines four "classic expressions" and their contemporary modifications, identifies certain new developments and directions and proposes an integrative theory of religious education. Special sessions will be available to those preparing for comprehensive examinations and for those with particular interests.

Mary C. Boys, S.N.J.M.

Courses Offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program

TH 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 5)

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with other participants, reading and reflection, students become familiar with the needs of the Hispanic community. Students also participate in a "supervised practicum" each week designed as an exploration of the theological and ministerial insights drawn from the field experience.

Faculty Practicum Committee: *Juan Alfaro, John Linskens, Virgil Elizondo, Dorothy Folliard*

TH 612 Culture and Religion (F: 3)

This course will study culture in general, religion as a component of culture, and the relationship of these to the explicit revelation of God in Jesus Christ. The popular expressions of faith will be given particular attention, with the Mexican American culture of the U.S. Southwest as a paradigm for the understanding of a cultural-religious expression.

Virgil Elizondo, Dorothy Folliard

TH 630 The Prophets: God's Critics of Humanity's World (F: 3)

A study of the major prophets of the Old Testament, this course will develop an understanding of the enduring vocation of God's prophets: to recognize the truly evil in a particular society, to call God's People to conversion of heart, and to remind them that God's loving fidelity is always theirs.

Juan Alfaro

TH 635 The Hispanic Family (F: 3)

In a society which threatens its foundations, the Hispanic family responds with resilience. A study of its history, present reality, values, possibilities, changing values, and structure is the basis of this course.

Rosendo Urvabazo

TH 636 The Synoptic Gospels: The Demands of Discipleship (F: 3)

The gospels of Mark, Matthew and Luke present portraits of Jesus Christ incarnated in a particular context. This course will develop the themes of discipleship in Mark, the reign of God in Matthew, and the relationship of Jesus to the poor in Luke. Eucharistic themes will be treated in depth.

John Linskens

Field Education, Directed Research, Doctoral Seminar

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

This program provides the student with supervised experience in his or her area of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy or religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people, and develop models of ministry that are applicable to their own situations.

In addition to their field experience, students participate in a supervised practicum. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

Field Education is a three-credit program over one academic year. While students begin Field Education in the fall term, they do not register for these three credits until the spring term.

Claire E. Lowery

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

Directed research courses provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research.

Claire E. Lowery, Coordinator

ED 830 Directed Research in Religious Education (F, S: 3)

Directed research courses provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only persons studying for the degree or certificate may take directed research and special projects.

Maureen O'Brien, Coordinator

ED 936 Doctoral Seminar in Religious Education (S: 3)

This seminar provides an occasion for doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets ten times each academic year. Three credits are received for each of the two years of participation in the seminar. Second-year doctoral students lead facets of the seminar.

Mary K. Oosdyke, O.P.

Weekend Course Series

Weekend courses are fully accredited and satisfy Institute degree requirements. Each of these courses meets on three separate weekends: Fridays from 4:00 p.m. to 9:00 p.m.; Saturdays from 10:00 a.m. to 4:00 p.m.

TH 839 How to Do Theological Reflection from the Grassroots (F: 3)

Grassroots theologizing points to an activity of people, gathered together, who reflect on their experience in the light of their culture and their religious traditions in order to understand and act more creatively and faithfully. This course will explore that process of theologizing. In particular it will focus on the role of personal storytelling, the use of scripture and tradition, how to do cultural analysis, the

ongoing process of faith decision-making, and the use of official and academic resources.

This course will meet on the following Fridays and Saturdays: September 22–23, October 13–14, and November 3–4.

John Shea

ED 536 Teaching in Theology and Ministry (S: 3)

Drawing on research, observation, analysis and experience, participants in this course will explore various modes and methods of teaching. These will include forms of teaching appropriate not only in schooling settings, but also the kinds of teaching fitting in such areas as liturgy, family life and education for justice.

This course will meet on the following Fridays and Saturdays: January 26–27, February 23–24, and March 23–24.

Maria Harris

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Emeritus Georges H. Zayed, L. ès L., M. ès L., D. ès L., Cairo University; Doctoral d'état, Sorbonne, Paris

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Rebecca M. Valette, A.B., Mount Holyoke College; Ph.D., University of Colorado

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Matilda T. Bruckner, A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Rena A. Lamparska, LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Associate Professor Betty Rahv, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Harry L. Rosser, Chairperson of the Department; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Adjunct Assistant Professor Mary Ellen Kiddle, B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California; Ph.D., Brown University

Adjunct Assistant Professor Marian St. Onge, B.A., University of Colorado; M.A., Ph.D., Boston College

Assistant Professor Stephen C. Bold, B.A., University of California; M.A., Ph.D. (cand.), New York University

Assistant Professor Elizabeth Rhodes, B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Assistant Professor Laurie Shepard, B.A., Wesleyan University; M.A., Ph.D., Boston College

Instructor Ourida Mostefai, Licence de Lettres, Sorbonne; M.A., Ph.D.(cand.), New York University

Visiting Associate Professor Angelina Costa, Licenciatura en Filosofia y Letras, Universidad Complutense de Madrid; Memoria de Licenciatura, Universidad Complutense de Madrid; Doctora en Filosofia y Letras, Universidad de Cordoba

Visiting Assistant Professor Mei-Mei A. Ellerman, Maturita Classica, Liceo-Ginnasio Michelangiolo, Florence, Italy; Licence en Sociologie, University of Geneva, Switzerland; M.A., Boston University; Ph.D., Harvard University

Program Description

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Spanish (Peninsular and Spanish American), and Italian literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize "vertically" in French or Spanish literature or "horizontally" in a period that crosses three Romance literatures. In this latter program, the Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests is March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

Note: For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages.

I. Master of Arts Degree in French, Spanish or Italian Literature and Culture

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least two full-period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

Degree Requirements

Candidates for the M.A. in Romance Literature and Culture must normally earn a minimum of thirty credits in a wide range of courses in one Romance language. Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Oral Comprehensive Examination

Master's students must pass a comprehensive oral examination of one hour's duration showing mastery of the course material and other reading specified for French, Spanish or Italian literature, depending on the Master's program in which they choose to enroll.

Oral examinations, scheduled in October or April, are conducted in the foreign language to determine fluency in the use of the major language.

II. Master of Arts Degree in Language and Culture

This program is specifically designed for teachers of French, Italian and/or Spanish at the secondary level. The course of study may be arranged either to focus on the candidate's major field of undergraduate specialization, or to strengthen the candidate's command of a second Romance language and its literature and culture.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination consists of two parts: one half hour is based on the candidate's course work, the second half hour on two representative literary works specified in advance to be analyzed for their literary, linguistic and cultural content.

III. Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language: French, Italian or Spanish. Consult the Departmental Graduate Handbook concerning other requirements.

IV. The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B

or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. and demonstrate their reading knowledge of a second foreign language, as required in the M.A. program.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course in French or Spanish is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all Ph.D. candidates. A reading knowledge of German is compulsory only in Medieval Studies. It is highly recommended, however, for all doctoral candidates.

5) One year of residence is required, conceived of as two three-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department may fulfill the residence requirement by taking two courses per semester while teaching two.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) The Graduate *Colloquium* in literary theory and criticism is mandatory for all Ph.D. candidates.

7) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and April. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the scheduled date. An eight-year limit is established by the Graduate School for the completion of Doctoral work. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations.

As soon as possible after completing Doctoral comprehensives, and determining the thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director supervises the work of the student which must be reviewed by two other readers. March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the

director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

1. A high degree of competence in one Romance language, literature, and culture;
2. General coverage of the major literature, as well as specialization in a limited area.
3. Specialization according to the following options:
French—two consecutive centuries of the major literature
Spanish—Middle Ages and Renaissance
Golden Age
Nineteenth and twentieth century
Latin-American literature
4. Superior achievement in the area of concentration and potential for research work.

Comprehensive Examinations will include:

1. General coverage of the literature—an oral examination of three hours' duration.
2. Area of specialization—written essay of eight hours' duration and an *exposé* of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literatures

Candidates who concentrate in Romance Literatures must achieve a high level of competence in the following areas:

1. Specialization in three Romance literatures (French, Spanish, Italian, Provençal, or Medieval Latin).

The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.

2. General coverage of the major literature.
3. Concentration in the three literatures on a comparative study of a major period or literary movement.

For admission to the program, applicants must have fluent command of at least one Romance language. A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third.

Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provençal, or Latin. Students are encouraged, with the approval of their Advisor, to incorporate extradepartmental courses into their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston Col-

lege has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

Comprehensive Examinations will include: General coverage of the major literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration and an *exposé* of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Financial Aid section of this catalog. Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages and Literatures, Chestnut Hill, Massachusetts 02167.

Course Offerings

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses are primarily directed to undergraduates, but may also be taken for graduate credit; 700 and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

Offerings in French, 1989–90

RL 426 The Smiling Philosophers: Rabelais and Montaigne (F: 3)

The great humanistic surge of the 16th century in France from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne. *Betty T. Rahv*

RL 437 The Politics of Passion: French Moralists of the 17th Century (S: 3)

Major works by a constellation of writers (Descartes, Pascal, La Rochefoucauld, La Fayette, La Fontaine, Retz, and La Bruyère) who, from diverse perspectives, examined the interwoven problems of passion, social custom and political practice in the time of Louis XIV.

The Department

RL 443 18th Century French Theater (S: 3)

This course examines the controversy surrounding the question of the theater in 18th century France. We will study the role of the stage in the 18th century as a major instrument of philosophical and political propaganda as well as the attempts to reform the genre of drama.

Ourida Mostefai

RL 448 The French Revolution (F: 3)

This course will examine the relationship between the philosophy of the Enlightenment and the French Revolution through the reading of some of the most significant and original writers of the period. We will also explore the main concepts of the French Revolution.

Ourida Mostefai

RL 458 "Contes et Nouvelles" in the Nineteenth Century (F: 3)

While devoting proper attention to the general evolution of the *conte* in the 19th century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet.

Norman Araujo

RL 461 19th-Century Feminism: Mme de Staël and George Sand (S: 3)

The passions, politics, and literary production of two women who challenged both the social and the literary conventions of their times.

Norman Araujo

RL 462 Zola et le naturalisme (F: 3)

A study of naturalism. A socio-historical and psychoanalytical study of Zola and his major works.

Monique Fol

RL 703 Toward a Professional Educator's Future (S: 3)

Educators need to share efficiently their knowledge, experience and humanity. In the course, M.A. and Ph.D. candidates apply their already accumulated knowledge and experience (innovative, efficient ways of handling Drama, Stylistics and Literature). They will teach literary texts of their choice, write and give conference-type papers in front of their peers, and they will organize workshops and audiovisual projects, learn to explore the resources of libraries, and more. Ph.D. students will study aspects of preparing a Dissertation.

Monique Fol

RL 713 Birth of the Medieval Vernacular Lyric: Provençal Poetry and the Flowering of *Fin'Amor* (F: 3)

An introduction to the language and love songs of Southern France, this course allows students to discover first hand a lyric tradition so rich, so successful that it quickly spread to all of Europe.

Matilda T. Bruckner

RL 780 Colloquium: Modern Literary Theory and Criticism (S: 3)

An introduction to selected movements that mark the development of literary criticism in the twentieth century (Stylistics, Russian Formalism, Structuralism, Reader Reception, etc.) with emphasis on the practical evaluation and application of theoretical models. Required of all Romance Languages and Literatures doctoral candidates.

Matilda T. Bruckner

Projected French Offerings, 1990–91

RL 411–412 Masterpieces of Medieval French Literature (F: 3–S: 3)

Matilda T. Bruckner

RL 423 Poet's Lyre (F: 3)

Betty T. Rahv

RL 435 The "Agon" and the Ecstasy: Tragic Heroes of the 17th Century Theater (F: 3)

Stephen Bold

RL 444 Diderot: philosophe, romancier, et critique d'art (F: 3)

Ourida Mostefai

RL 446 L'ascension sociale dans le roman français du 18e siècle (S: 3)

Ourida Mostefai

RL 452 Realism in French Literature (S: 3)

Norman Araujo

RL 457 Passion Staged & Upstaged: 19th Century French Theater (F: 3)

Norman Araujo

RL 701 L'évolution sociohistorique de la France du Moyen-Age à la Belle Epoque (S: 3)

Monique Fol

RL 705 History of the French Language (S: 3)

Laurie Shepard

RL 733 Laughing through the Classical Age (S: 3)

Stephen Bold

RL 757 Of Colonization Born (F: 3)

Monique Fol

Projected French Offerings, 1991–92

RL 426 Smiling Philosophers (S: 3)

Betty T. Rahv

RL 437 The Politics of Passion: 17th Century Moralists Writers (F: 3)

Stephen Bold

RL 438 Women in and of 17th Century French Literature (S: 3)

Stephen Bold

RL 441 Theory and Fiction in the Age of Enlightenment (F: 3)

Ourida Mostefai

RL 450 Rousseau (S: 3)

Ourida Mostefai

RL 459 Orpheus as Satyr and Swan: 19th Century French Poetry (F: 3)

Norman Araujo

RL 464 Témoins du moment (F: 3)

Monique Fol

RL 490 Fictional Heroines and the Ravages of *Amour-Passion*

Matilda T. Bruckner

RL 703 Toward a Professional Educator's Future (S: 3)

Monique Fol

RL 752 Mirror or Mirage in the Realistic Novel (S: 3)

Norman Araujo

RL 780 Colloquium (S: 3)

The Department

Projected French Offerings, 1992–93

RL 411–412 Masterpieces of Medieval French Literature (F: 3–S: 3)

Matilda T. Bruckner

RL 423 Poet's Lyre (F: 3)

Betty T. Rahv

RL 431 Masterpieces of 17th Century French Classical Literature (F: 3)

Stephen Bold

RL 443 18th Century Theater (S: 3)

Ourida Mostefai

RL 445 The Art of Disavowal: Novel Writing in the 18th Century (F: 3)

Ourida Mostefai

RL 458 "Contes et Nouvelles" in the 19th century (F: 3)

Norman Araujo

RL 461 19th Century Feminism (S: 3)

Norman Araujo

RL 468 20th Century Theater (S: 3)

Betty T. Rahv

RL 481 Poésie et Roman Québécois (F: 3)

Monique Fol

RL 734 Aspiration and Inspiration: Poetic Ideals in the 17th Century (S: 3) *Stephen Bold*

RL 771 Histoires d'Amour, Histoires d'Haine, Histoires de Mére (S: 3)
Monique Fol

Offerings in Italian, 1989–90

RL 501 Dante: *La Divina Commedia* (F: 3)
The seminar will address central themes and the poetics of Dante's *La Divina Commedia*.
The course is conducted in Italian.
Laurie Shepard

RL 516 Boccaccio and Petrarca (S: 3)
The famous works of the two great Italian writers of the mid-fourteenth century, Francesco Petrarca and Giovanni Boccaccio, will be studied from a thematic and a poetic perspective.
Laurie Shepard

RL 541 Literature of Unified Italy (S: 3)
A study of the works of Verga, Pascoli, D'Annunzio, Svevo and Pirandello against the background of historical events and European literary movements. Conducted in Italian.
Rena Lamparska

RL 551 Italian Romanticism (F: 3)
This course will present a study of the major works of the three seminal writers of the 19th century: Foscolo, Manzoni and Leopardi in relation to the literary milieu of the period. Conducted in Italian.
Rena Lamparska

RL 597 Advanced Writing and Stylistics (S: 3)
The aim of this course is to improve the students' writing skills and to strengthen their mastery of Italian syntax and specific points of advanced grammar. Students will be introduced to techniques of close literary analysis. Conducted in Italian.
Rena Lamparska

Projected Offerings in Italian, 1990–91

RL 504 Seminar on Italian Culture (F: 3)
Rena Lamparska

RL 521–522 Italian Renaissance I & II (F: 3–S: 3)
Laurie Shepard

RL 565 20th Century Italian Literature (S: 3)
Rena Lamparska

RL 568 Theater of Pirandello (F: 3)
Rena Lamparska

Projected Offerings in Italian, 1991–92

RL 501 Dante (F: 3)
Laurie Shepard

RL 524 Crisis of Baroque (F: 3)
Rena Lamparska

RL 544 Italian Theater of the 18th Century (S: 3)
Rena Lamparska

RL 597 Advanced Writing (S: 3)
Rena Lamparska

Projected Offerings in Italian, 1992–93

RL 501 Dante (F: 3)
Laurie Shepard

RL 516 Boccaccio e Petrarca (S: 3)
Laurie Shepard

RL 541 Literature of Unified Italy (S: 3)
Rena Lamparska

RL 551 Italian Romanticism (F: 3)
Rena Lamparska

Offerings in Spanish, 1989–90

RL 619 Medieval Spanish Prose (S: 3)
The Department

RL 625 Passion at Play: An Introduction to Golden-Age Drama (S: 3)
This seminar on Spanish Golden Age theater focuses on dramatic texts which represent secular and/or religious passion, to provide a broad understanding of Imperial Spain's values as expressed on the stage.
Elizabeth Rhodes

RL 653 Romanticism in Spain (F: 3)
An exploration of the origins, development and significance of the Romantic movement within the context of the history and literature of Spain's 19th century: Larra, Espronceda, el Duque de Rivas and Becquer will be studied among other authors.
J. Enrique Ojeda

RL 661–662 20th Century Spanish Literature I, II (F: 3–S: 3)
A study of the principal literary movements in this century: (Fall) "la Generación del '98" and "Modernismo", 1898–1920; (Spring) "la Vanguardia", 1920–1936; Dictadura de Franco 1939–1975; "la Nueva Libertad Literaria", 1975–present.
Robert Louis Sheehan

RL 674 The Spanish American Short Story (F: 3)
The nature of the genre and the ways in which it has evolved will be determined by comparing and contrasting the narrative strategies of key texts from the 19th and 20th centuries.
Harry Rosser

RL 904 Intellectual History of Latin America (F: 3)
The course will present the history of ideas in Latin America, from the independence to the present; texts will be studied as reflections or answers to the problems of each period of the history of Latin America: independence, organization, twentieth-century republican life, the present years. Authors studied will be Bolivar, Bello, Sarmiento, Martí, Hostos, Rodó, Mariátegui, Mallea, Paz, Fernández Retamar.
Guillermo Guitarte

RL 931 Don Quijote (F: 3)
This course is an in-depth study of Cervantes' greatest book and the literary tradition that it inspired as well as the one that it, in turn, made possible. Emphasis is on current trends in Cervantine interpretation. Class and readings in Spanish; course designed for graduate students.
Elizabeth Rhodes

RL 961 The Dynamics of Dissent in the Spanish American Novel (S: 3)
A study of the aesthetic and socio-political concerns of representative Spanish American novelists with special attention given to the evolution of the genre in the 20th century.
Harry Rosser

RL 978 Spanish American Lyric Poetry (S: 3)
A study of the development of lyric poetry in Spanish America analyzing both the influences which have affected it and the original ways in which it expresses the Spanish American experience.
J. Enrique Ojeda

Projected Offerings in Spanish, 1990–91

RL 623 Picaresque Novel (S: 3)
J. Enrique Ojeda

RL 624 Introduction to 16th Century Spain (F: 3)
Elizabeth Rhodes

RL 660 Contemporary Spanish Drama (F: 3)
Robert Louis Sheehan

RL 674 Spanish American Short Story (F: 3)
Harry L. Rosser

RL 937 Cultura Hispanoamericana (S: 3)
Harry L. Rosser

RL 951 19th Century Spanish Literature (F: 3)
J. Enrique Ojeda

RL 969 Contemporary Spanish Novel (S: 3)
Robert Louis Sheehan

RL 976 Borges (F: 3)
Guillermo Guitarte

Projected Offerings in Spanish, 1991–92

RL 617 Spanish American Women Writers (S: 3)
J. Enrique Ojeda

RL 634 (EN 383) Don Quijote (F: 3)
Elizabeth Rhodes

RL 676 Latin American Intellectual History (F: 3)
Guillermo Guitarte

RL 681–682 History of Latin American Drama (F: 3–S: 3)
Robert Louis Sheehan

RL 901 Stylistics Analysis (F: 3)
Elizabeth Rhodes

RL 934 Currents of Heresy (S: 3)
Elizabeth Rhodes

RL 958 The Age of Galdos (F: 3)
J. Enrique Ojeda

RL 961 Dynamics of Dissent (S: 3)
Harry L. Rosser

RL 972 Rubén Darío (S: 3)
Guillermo Guitarte

Projected Offerings in Spanish, 1992–93

RL 625 16th Century Drama and Poetry (F: 3)
Elizabeth Rhodes

RL 634 (EN 383) Don Quijote (S: 3)
Elizabeth Rhodes

RL 653 Spanish Romanticism (S: 3)
J. Enrique Ojeda

RL 667 Generation of '98 (F: 3)
Robert Louis Sheehan

RL 674 Spanish American Short Story (F: 3)
Harry L. Rosser

RL 901 Stylistics Analysis (S: 3)
Elizabeth Rhodes

RL 905 History of the Spanish Language (F: 3)
Guillermo Guitarte

RL 937 Cultura Hispanoamericana (S: 3)
Harry L. Rosser

RL 962 The Lorca Era (S: 3)
Robert Louis Sheehan

RL 977 The Andean Novel (F: 3)
J. Enrique Ojeda

Language and Methodology Courses Offered in English

RL 495 (ED 303) Second-Language Acquisition (F: 3)
A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction. This course fulfills the Massachusetts certification requirements in Secondary Methods.
Celeste Kinginger

RL 498 Seminar in Oral Proficiency Testing (S: 3)
This course introduces students to the ACTFL Proficiency Guidelines and oral proficiency tests. All students will be given an informal Oral Proficiency rating plus individualized counseling as to how to improve their proficiency. Students will learn basic concepts of measurement and their applications to foreign language testing. Students will also learn how to analyze test results and redesign curriculum so that proficiency objectives can be met more effectively. This course fulfills the Massachusetts certification requirement in Measurement and Testing.
Celeste Kinginger

Projected Offerings in Language and Methodology Courses, 1990–91

RL 362 The Shaping of the Language (S: 3)
Laurie Shepard

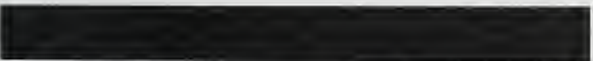
RL 495 Second Language Acquisition (F: 3)
Rebecca Valette

RL 498 Oral Proficiency Testing (S: 3)
Rebecca Valette

Honors Program

RL 698 Honors Research Seminar
Betty T. Rahv

RL 699 Honors Thesis Seminar
Betty T. Rahv



Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, Chairperson of the Department
A.B., Boston College; Ph.D., Harvard University

Associate Professor Michael B. Kreps, Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Adjunct Assistant Professor Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

Program Description

The Department administers three different Master-of-Arts degree programs:

Russian Language and Literature
Slavic Studies
General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate Division of the School of Education.

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e. not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g. psychology, speech therapy, mathematics).

Since *Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program.

Degree Requirements

All programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

Russian Comprehensives:
Generals:
Russian language,
Russian literature,
the application of linguistic analysis to Slavic.

Specials on any two of the following five areas:
Early Slavic linguistics and culture,
a Russian literary genre,
a period, author or movement in Russian literature,
advanced topics in Russian grammar,
a special approved topic (e.g. Russian history, Soviet ideology, translation technique, etc.).

Slavic Studies Comprehensives:
Generals:
major emphasis area;
minor emphasis area;
written review of a problem in the history of Slavic Studies.

Possible emphasis areas: Economics, History, Philosophy/Theology, Political Science, a Slavic or East European language or literature, Sociology.

Specials:
oral colloquium on an assigned topic;
written review/critique of a work in the special field.

Linguistics Comprehensives:
Generals:
written review of a linguistic article;
description of a limited linguistic corpus;
oral colloquium on an assigned general topic.

Specials:
written review/critique of a work in a specialized field;
teaching scripta for three lectures on a special-field topic

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

Course Offerings

Graduate-level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses numbered below 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

SL 003–004 Elementary Russian I/II

SL 007–008 Introduction to Arabic I/II

SL 009–010 Elementary Chinese I/II

SL 023–024 Elementary Japanese I/II

SL 027–028 (EN 093–094) Introduction to Modern Irish I/II

SL 051–052 Intermediate Russian I/II

SL 057–058 Russian Practicum: Intermediate I/II

SL 061–062 Intermediate Chinese I/II

SL 065–066 Continuing Arabic I/II

SL 067-068 (EN 097-098) Continuing Modern Irish I/II

SL 200 A Survey of Russian Literature (in translation)

SL 205 Tolstoy and Dostoevsky (in translation)

SL 216 (EN 552) Poetic Theory

SL 221 (TH 198) The Language of Liturgy

SL 222 Classics of Russian Literature (in translation)

SL 227 Advanced Russian Grammar

SL 228 Spoken Russian

SL 229 Specialized Readings in Russian Texts

SL 230 Russian Literature of the Fantastic (in translation)

SL 234 The Polish Language

SL 238 (PL 276) The Language of Computing

SL 240 The Contemporary Russian Novel (in translation)

SL 243 Image and Icon in Russian Literature (in translation)

SL 245-246 Advanced Chinese I/II

SL 254 (TH 154) History of Eastern Orthodoxy

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially *Michael B. Kreps*

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. Offered triennially *Michael B. Kreps*

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually *M. J. Connolly*

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language. Offered biennially *M. J. Connolly*

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.

Offered biennially

M. J. Connolly

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Offered triennially

Michael B. Kreps

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered triennially

Michael B. Kreps

SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

Offered triennially

M. J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially

M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially

M. J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian.

Offered triennially

Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language.

Offered biennially

Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language.

Offered biennially

Lawrence G. Jones

SL 339 (EN 234) Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural

techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication. *Lawrence G. Jones*

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Offered biennially

Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Offered triennially

M. J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning.

Offered triennially

M. J. Connolly

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Offered triennially

Lawrence G. Jones

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian.

Offered annually

Michael B. Kreps

SL 350 Advanced Practicum in Spoken Russian (S: 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies. Conducted entirely in Russian.

Offered annually

Lidia Bukhbinder

SL 352 Russian Literary Humor and Satire (S: 3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian.

Offered triennially

Michael B. Kreps

SL 353 Romantizm v russkoj literature (F: 3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian.

Offered triennially

Michael B. Kreps

SL 354 Bulgakov, Pasternak, Solzhenicyn (S: 3)

The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including *Master i Margarita*, *Doktor Zhivago*, and *Odin den' Ivana Denisovicha*. Conducted entirely in Russian.

Offered triennially

Michael B. Kreps

Research courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 396 Advanced Tutorial: Polish

SL 399 Scholar-of-the-College Project

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

SL 888 M.A. Interim Study

Other courses in the Department's repertory, offered on a non-periodic basis, include:
SL 053-054 Intermediate Intensive Russian I/II

SL 059 Readings from Russian Intellectual History

SL 081-082 (TH 002, 301) Elementary Hebrew I/II

SL 223 Soviet Literature (in translation)

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 231 Slavic Civilizations

SL 232 A Survey of Chinese Literature (in translation)

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 244 (EN 099) The Irish Language

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 336 Seminar in Soviet Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

SL 355 Linguistics and Computing

SL 356 Classics in Linguistics

Information on these courses and their availability may be received from the Department.

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor William A. Gamson, Chairperson of the Department A.B., Antioch College, A.M., Ph.D., University of Michigan

Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Professor Lynda Lytle Holmstrom, B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Professor John B. Williamson, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Associate Professor Charles K. Derber, A.B., Yale University, Ph.D., University of Chicago

Associate Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Associate Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Associate Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Associate Professor Diane Vaughan, B.A., M.A., Ph.D., Ohio State University

Assistant Professor Lisa Fuentes, B.A., University of the Americas, Mexico; A.M., University of California; A.M., Ph.D., Stanford University

Program Description

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants are encouraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Department Graduate Admissions Committee. REQUIREMENTS: (a) thirty credit hours, including: (1) Theory Pro-seminar (two semesters), (2) Advanced Research Methods, (3) Multivariate Statistics (two semesters), and (b) a comprehensive examination.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.) REQUIREMENTS: (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers which integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help you to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Graduate School of Management administer this joint degree program, training social researchers, providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, need, experience and skill, as well as Department requirements.

Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

Course Offerings

SC 326 (EN 531) Crime in Literature (F: 3)

This course is jointly offered by the Sociology and English Departments. We will explore the sociological and literary implications of criminal behavior from Cain to Capote; the Bible, Sophocles, Chaucer, Shakespeare, Hawthorne, Hardy, Dreiser, Dostoyevsky, Melville, Dickens, Aiken, Graham and Greene. Students are required to read each week the classic work under review.

Benedict S. Alper

John McAleer

SC 334 Critique of the Criminal Justice System (S: 3)

This seminar aims to present students interested in law with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sentencing, probation, pardon and parole. Court visits and interviews with, and lectures by, practitioners in the field, will be scheduled. The worth of the course is determined by the degree of participation of the students. Instructor approval required.

Benedict S. Alper

SC 338 Probation: Theory and Practice, I (F, S: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required.

Benedict S. Alper

SC 340 Internship in Sociology (F, S: 3)

This internship is designed for students who wish to acquire practical work experience in a human service or social policy agency—whether private or governmental, childcare facility, etc. Students will have the primary responsibility for locating their own placement setting; however, the B.C. Internship Program Office in the Career Center can be of help. Students are expected to work a minimum of eight (8) hours per week, for twelve (12) weeks, in the placement setting.

Students planning to take this course should meet with the assigned professor as soon as possible.

Junior/Senior standing required. Work settings may be coordinated with other on-campus offices such as PULSE or Career Planning. A complementary term paper, work journal, or other academic component is due at the end of the term. *Permission of the instructor is required.*

The Department

SC 358 Internship in Mediation, Restitution and Victim Compensation I (F, S: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see at first hand the operation of these programs in the Greater Boston area, and to participate in the conflict resolution process. One full day or two half-days a week are required. *Permission of instructor is also required.*

Benedict S. Alper

SC 378 Introduction to Social Work (F, S: 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modus operandi* of the settings in which social work is practiced.

Regina O'Grady-Le Shane

SC 399 Scholar of the College (F: 3)

The Department

SC 422 Topics and Issues in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. *Written permission of instructor is required.*

Benedict S. Alper

SC 439 American Society in the Vietnam Decade (F, S: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on the structural roots producing the crises of the 1960s, the Vietnam Decade.

Seymour Leventman

SC 448 Racism and Ethnic Protest (F: 3)

Students will select for study from among such topics as the history and ideology of the black liberation movement in the United States, comparative ethnic protest movements, apartheid and the color line in South Africa, affirmative action and economic development programs as recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

SC 491 Sociology of the Third World (S: 3)

This course compares patterns of economic and political transformation and the nature of class politics in Third World societies. Examples would be taken from Latin America, Asia and Africa. We will explore the interaction among key social actors, the political system, and the economic sphere within an historical perspective. Our primary focus will be on examining the contrasting political experiences of sectors of the middle class in these societies. The course is organized around four main

themes: (1) the general theories of development and the general problematic of the state in late developing and dependent societies; (2) theses of debate on the middle class and their applicability to the Third World reality; (3) social class and politics; and, (4) historical transformation of the middle class in a comparative perspective.

Lisa Fuentes

SC 511 Fieldwork Methods (S: 3)

This is a course in the theory and practice of fieldwork. During this term you are asked to: learn something about the history and tradition of fieldwork; read examples of field studies and how others have done them; develop and sharpen your observation and analytic skills; plan and execute a project of your own in a local setting; keep a journal, and share your experiences with other students. *Permission of instructor is required.*

David Karp

SC 515 Women in Capitalist and Third World Economies (S: 3)

Until recently sociological studies of work devoted little attention to women. Similarly, theoretical analyses of work processes and structure have presented models of the work-world of men. This course provides an up-to-date description of women's market and non-market activities, their rewards and their problems. We will explore current theoretical and empirical research of work roles of women. We will analyze the gender inequalities among different sectors of the labor market, and how these are affected by the international division of labor.

Sharlene J. Hesse-Biber

SC 525 Medicine, Miracles, and the Military (F: 3)

Prerequisite: Introductory Sociology or the permission of instructor.

This course explores the hypothesis that modern medicine in American has been greatly influenced by military institutions and strategies. Case examples will be drawn from the Civil War, World War I, World War II, and Vietnam, with emphasis on specific technological and organizational innovations. Cross-cultural and historical notions of mortality, morbidity, the vulnerability and rehabilitation of the body will also be covered.

Jeanne Guillemin

SC 528 Concept of Evolution (F, S: 3)

This course is designed for students curious about stages of development of the world in which we live. We will look at the principles underlying evolution from the theoretical origins of the universe and the formation of particles, atoms, molecules, cells, organisms, and society. Our purpose is not to understand the technical dimensions of this development—studied separately in other departments of the university—but rather to examine the principles and the metaphors that help us understand the overall patterns and stages of change. We assume that the underlying explanation of the developing universe is social and symbolic. And we explore, briefly, the metaphysical idea that evolution continues in the development of new technology and extra-sensory perception.

Severyn T. Bruyn

SC 531 Social Control and the Postmodern (F: 3)

A thematic seminar on theoretical, methodological and political issues related to the emergence of postmodern society. An analysis of the control implications and of struggles for justice within the electronic image culture of

advanced capitalism in relation to economic, heterosexist, racist and imperial hierarchies. A deconstructive reading of key fictional and social-scientific texts related to the narrative structuring of the "postmodern scene" of contemporary North America. Particular attention to the writings of Jean Baudrillard, Kathy Acker, Arthur Kroker, Toni Cade Bambara, Luisa Valenzuela and Luce Irigaray. A consideration of strategies of resistance and social change.

Stephen Pfohl

SC 532 Images and Power (S: 3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the age of mechanical art; the avant-garde and "anti-art," dada and the like.

Stephen Pfohl

SC 544 International Organization (S: 3)

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of one such organization, the focus of the course will be on their interrelationships, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community.

Severyn T. Bruyn

SC 545 Sociology of Religion (S: 3)

This course reviews the major lines of classical and contemporary sociological thinking on religious consciousness and religious practice. Contemporary theoretical initiatives in cultural studies, neo-Marxism and post-structuralism, and theology, will be examined along with important research studies on religion, and the classical statements on religion and consciousness by Feuerbach, Marx, Durkheim, and Weber. The course will be taught at an advanced level but does not require previous work in sociology. Students in theology and religious studies are encouraged to participate.

Paul G. Schervish

SC 548 Alternatives to War (S: 3)

The nuclear age has made it urgent for people to understand the roots of war and find alternative means of diplomacy. This course focuses on recent American wars, including those in Vietnam and Nicaragua, to see how they might be avoided in the future. Consideration of the social, economic and political roots of war at home as well as abroad and the management of information by government and the press about warfare that has become largely covert. Extensive student participation, films and guest lectures. Valuable for students who have taken core courses on nuclear war or related topics.

Charles Derber

SC 549 Social Problems Theory and Social Policy (F: 3)

From the end of President Roosevelt's New Deal to the 1960s was a period of unbounded optimism in the belief that both public and private social policy could resolve America's (and

the world's) social problems because of the country's wealth and political power. By the 1980s, this view was replaced by a general pessimism. This seminar will examine why this change took place and, especially, what impact it had upon the social theories which were the basis of earlier social policies. The seminar will consider new, more democratic, and more responsive theories and policies, as a response to the current malaise and general failure of most public and private social policies.

Ritchie P. Lowry

SC 550 Important Readings in Sociology (S: 3)

Permission of the instructor required. Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester, discussion will center on the characteristics of these important researches. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

David A. Karp

SC 555 Senior Honors Seminar (F: 3)

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus which is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Diane Vaughan

SC 556 Senior Honors Thesis (S: 3)

The Department

SC 561 Maternal and Child Health and Public Policy (S: 3)

This course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrial societies and developing nations. The history of the United States legislation of child health programs is covered, with special reference to Medicaid, child abuse, and teenage pregnancy.

Jeanne Guillemin

SC 563 Women in Politics in Latin America (F: 3)

The purpose of this course is to explore the condition of women in Latin America. We will discuss the role that women play in politics and how their lives are distinctly affected by political processes, for example, the existence of democratic regimes or military ones. Finally, we will contrast the experience of women in Latin America to that of women in the United States and Europe in order to understand broader social factors that affect gender inequality and our perceptions and attitudes about it.

Lisa Fuentes

SC 564 Seminar on Medical and Family Sociology (S: 3)

Permission of the instructor required. This seminar will focus on student research projects in the area of medical and family sociology.

Lynda Lytle Holmstrom

SC 578 Corporate Responsibility and Social Policy (S: 3)

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent de-

cadetes to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct. The seminar is open to graduate students and advanced undergraduates, and it will be of special interest to those entering the business world after graduation. The major requirement is a paper, the preparation of which will be shared with other seminar participants.

Ritchie P. Lowry

SC 702 Introduction to Statistics and Data Analysis (F: 3)

This course will introduce the student to the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSSX data analysis package. There are no prerequisites.

Michael A. Malec

SC 703 Multivariate Statistics (S: 3)

This is a graduate-level statistics course in which the focus is on techniques related to cross-sectional regression analysis. It assumes a knowledge of the information in our basic undergraduate statistics course SC 200, including a knowledge of SPSSX and the use of the B.C. computer system. We cover data transformations, analysis of residuals and outliers, path analysis, covariance analysis, interaction, quadratic regression, dummy variables, and stepwise regression (including various criteria for adding and removing variables). We analyze plots of residuals. Also covered are n-way anova, multiple classification analysis, discriminant analysis, factor analysis, and reliability analysis. The focus of this course is on applied data analysis, not the mathematical foundations of the statistical procedures being used.

John B. Williamson

SC 710 Advanced Research Methods (F: 3)

This course presents the wide range of alternative data collection techniques available to the social researcher. Among those considered: survey methods and observational field research, intensive interviewing, experimentation, historical research, content and aggregate data analysis, and action research. Attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. We consider problem formulation, measurement, reliability, validity, sampling, and the ethical dilemmas.

Paul S. Gray

SC 715 Sociological Theory Pro-Seminar I (F: 3)

The purpose of this course is to examine the works of the leading classical theorists. Both their substantive concerns with the character of modern society and their epistemological strategies for studying social reality will be examined. Assignments will emphasize the readings in original sources, with primary concentration on the works of Marx, Weber, and Durkheim.

Eve Spangler

SC 716 Proseminar: Sociological Theory II (S: 3)

Stephen Pfohl

SC 736 Introduction to Social Economy (F: 3)

This course will provide an introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment and national social planning.

Severyn T. Bruyn

SC 751 Quest for Social Justice

The seminar focuses on purposeful efforts by organized groups and social movements to bring about social and political change. The seminar will attempt to provide a coherent analytic framework and a set of concepts for understanding efforts at change. Part of the course will discuss overall theoretical orientations and will attempt to clarify central concepts such as power, influence, social control, authority, legitimation, mobilization, resources, interests, efficacy, and trust. Where there are competing views, the seminar will examine the theoretical controversies and the relative usefulness of different approaches. It will examine both macro and micro issues of change including the social conditions that make it more or less likely and the effectiveness of different strategies for producing it.

Lisa Fuentes

SC 753 Organizational Analysis (S: 3)

The purpose of this course is to become familiar with, apply, and discuss basic concepts that guide our understanding of organizations. Students will choose some organization to study throughout the semester. The choice should be some organizational form that lends itself to analysis: some complex organization, group, formal organization, or network of organizations to which the student perhaps already belongs or can readily gain access. Over the course of the semester, each student will do a case study of this organization. Seven key concepts will be used to guide these analyses. Reading assignments will introduce a concept which we will discuss in class. For the following class, each student will then examine his or her organization with that concept in mind, writing a short paper about that concept in relation to his or her case. When the class meets, we will discuss how people went about investigating that particular aspect of their organization, research difficulties, and what was learned either about the concept's utility, about the organization, or social change. By the end of the term, each student should have (1) a good understanding of how to identify the structure and dynamics of an organization, (2) a sense of the strengths and weaknesses of the seven concepts that have focused the investigations, and (3) seven short papers that comprise a case analysis.

Diane Vaughan

SC 799 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (F: 3-S: 3)

By arrangement

The Department

SC 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

SC 888 Master's Interim Study (F: 0-S: 0)

For those students who have not yet passed the Masters Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

The Department

SC 900 Teaching Apprenticeship (F, S: 3)

By arrangement

The Department

SC 901 Research Apprenticeship (F, S: 3)

By arrangement

The Department

SC 902 Teaching Seminar (S: 3)

Paul S. Gray

SC 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

SC 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Theology

Faculty

Professor Stephen F. Brown,

Chairperson of the Department
A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Professor Robert Daly, S.J., A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Adjunct Professor Margaret Gorman, R.S.C.J., B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Professor Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Professor Matthew L. Lamb, B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

Professor William W. Meissner, S.J., University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

Adjunct Professor Sebastian Moore, O.S.B., S.T.D., Saint Anselmo, Rome

Professor PHEME PERKINS, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Associate Professor Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Charles C. Hefling, A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Associate Professor Robert P. Imbelli, Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Adjunct Associate Professor Claire Lowery, A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Associate Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Adjunct Associate Professor Francis P. Sullivan, S.J., A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Associate Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Francis X. Clooney, S.J., A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Assistant Professor John A. Darr, A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor Pamela E.J. Jackson, A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

Assistant Professor Stephen J. Pope, A.B., Gonzaga University; M.A., Ph.D., The University of Chicago Divinity School

Assistant Professor Ellen M. Ross, A.B., Princeton University; M.A., Ph.D., University of Chicago

Assistant Professor Louis P. Roy, O.P., B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Adjunct Assistant Professor James Rurak, A.B., Bates College; A.M., Ph.D., University of Chicago

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Program Description

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 6 graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

The M.A. and Ph.D. programs at Boston College are nourished by an emphasis on mutual support, community interaction, and group activities. Regular religious, academic and social events are scheduled and supported by the program; a monthly newsletter and a center, called Newman House, where some theology graduate students live in community, provide support for these features of the program.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A.

Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means that they should have the documented and/or proven ability to do graduate-level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

GRE scores, two letters of recommendation, a statement of purpose, etc., are normally required for admission.

Candidates for the M.A. are required to complete 30 credits, either on a part-time or full-time basis, for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; a two-semester, six credit, survey course in Systematic Theology; one general course in EACH of the three areas of theology outside of one's specialization. An M.A. thesis, with the approval of one's advisor and the Department, may substitute for 6 of the required credits. French or German reading knowledge will be tested. Written and oral comprehensive exams are given.

M.A. in Biblical Studies

The goal of the program is to acquaint the students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. A two-semester language course will be offered so that the student acquires a solid basic knowledge of either Hebrew for Old Testament or Greek for New Testament. An M.A. thesis or major paper may substitute for six of the credit requirements.

Certain summer courses in the Institute of Religious Education and Pastoral Ministry, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty or by taking a two-semester course offered by the Department. Students must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the graduate Department of Education and the School of Management in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational

Specialization in Religious Education, the M.A. in Pastoral Ministry, and the Ph.D. in Religion and Education. See, above, the section: Institute of Religious Education and Pastoral Ministry.

Doctoral Program

The Department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

The Joint Doctoral Program in Theological Studies has as its goal the formation of theologians able to offer intellectual leadership to the academy, to the church, and to society. Accordingly, the program aims at nourishing a community of scholarly conversation, research and teaching which is centered in the study of Christian life and thought, past and present, in a way that contributes to this goal.

The Program is founded on a number of convictions:

Theology as a whole is understood as an enterprise that invites the integration of Christian commitment and participation in communities of faith with pursuit of the highest standards of academic inquiry. The question of how this invitation informs the studies which such an enterprise involves is part of that ongoing conversation which the program seeks to foster.

The Program belongs, equally, to two schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College—that has as one of its intrinsic components a call for critical and constructive dialogue, both with other theological positions and with contemporary civilization.

Creative theological discussion and specialized research today requires ecumenical, interdisciplinary, and cross-cultural cooperation, especially in the quest for common theological and philosophical foundations.

The program thus endeavors to provide its students with an education that is integrative rather than narrowly specialized, and one that is set within the context of the Christian church in all of its ecumenical and confessional diversity, and in its relation to contemporary culture. The program is thus “confessional” in nature and theology is done as “faith seeking understanding.”

The Joint Doctoral Program is rigorous in its demands that the students master the Christian theological tradition, and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and integrate their knowledge as to make an original contribution to theological discussion.

The program hopes to prepare students for both academic vocations and other ministries, such as church administration, theological renewal and new ministries, where theological expertise is increasingly felt to be necessary.

Areas of Specialization are: History of Christian Life and Thought, Systematic Theology, and Christian Ethics.

Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with the assumptions of historical re-construction. The area of Systematic Theology is the contemporary intellectual reflection on the Christian

mysteries as an interrelated whole. Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are:

1. The Graduate Colloquia. These bring together in a regular seminar students from all areas of specialization with faculty members from the various fields in order to study the great books of the Christian theological tradition, and thereby examine (1) the fundamental presuppositions out of which the major cultural and social developments of the tradition emerged, and (2) the roots of disciplinary study which are presupposed by disciplinary work.
2. The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications.
3. A dissertation option which allows the student to present three publishable articles in place of the normal dissertation in classical format.
4. The presence at Boston College of the Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J.
5. The availability of what is temporarily called Newman House, where six theology graduate students live and provide a center for religious, academic, and social interaction among students and faculty.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually by the beginning of second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration, two to four in their minor and two in each of the other two fields of study. Both written and oral examinations will be given in the candidates' major and minor fields of study. Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Religious Education—Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. Inaugurated in

1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

The 1989 Joseph Gregory McCarthy Visiting Professor is The Honorable John T. Noonan, Jr., federal judge of the United States Court of Appeals (9th Circuit), San Francisco, California, and professor at the University of California School of Law in Berkeley, California.

Additional details about the 1989 Joseph Gregory McCarthy Lecture Series can be obtained from the Department of Theology.

Course Offerings

TH 314 Wisdom Literature in the Bible (S: 3)

This course will examine the canonical and deuterocanonical wisdom books of the Old Testament, the presence of wisdom in the New Testament and the later development of wisdom in Christianity and Judaism. Cosmic order, divine providence, faith, reason and aphoristic wisdom will be central topics.

Anthony Saldarini

TH 326 The Book of Exodus (F: 3)

This course is a theological commentary on selected passages from the Book of Exodus. Special attention will be devoted to the dominant themes of Exodus, and their application in other biblical books. The course presupposes a general knowledge of the Bible.

Philip J. King

TH 356 The Book of Psalms (S: 3)

This course will deal in some depth with characteristic Psalms. It will consider the text of the Psalms, their theological content, and their meaning for today. A comprehensive knowledge of the Hebrew Bible (Old Testament) is presupposed. Hebrew is welcome, but not required.

Philip J. King

TH 363 Studies in Luke—Acts (S: 3)

This course will be devoted largely to literary analysis of the Lukan writings. A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structures, point of view, closure and rhetorical patterns in this two-volume work.

John A. Darr

TH 378 Jesus in Story and History (F: 3)

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary-theological accounts.

John A. Darr

TH 395 Medieval Mysticism and the Christian Life (F: 3)

This course considers key mystical texts in order to explore the meaning, sources, and practices of medieval Christian mysticism. Readings include Augustine, Bernard of Clairvaux, and Julian of Norwich. This course explores dominant trends within medieval mysticism; and the relationship between mystics, church hierarchy, and church doctrine; and the relationship between mysticism and cultivation of the Christian life.

Ellen M. Ross

TH 398 Conversion and Grace (F: 3)

This course will be conducted as a seminar, and class time will be entirely devoted to discussing assigned readings. Attention will be paid to the similarities and discrepancies between the several historical contexts in which questions have been raised concerning grace. Overall, we shall proceed from a descriptive approach, through a clarification of Christian doctrines, to a systematic reflection on God's action in the human person. The authors that will be studied are Ernst, Griffin, Lonergan, Doran, Rahner, Pelagius, Augustine, Thomas Aquinas and John of the Cross.

Louis P. Roy, O.P.

TH 402 Images of Jesus in the Middle Ages (S: 3)

This course investigates sermons, drama, theological treatises, and art in order to highlight central themes in medieval understandings of the person and work of Jesus Christ. This historical investigation of religion in culture asks how images of Jesus both formed and were formed by the world in which they emerged. Readings include Athanasius, Thomas Aquinas, Julian of Norwich, J. Pelikan, and C. Walker Bynum.

Ellen M. Ross

TH 408 Christian Theology and History (S: 3)

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life and thought. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest L. Fortin, A.A.

TH 423 (CL 320) Seminar in Latin Patrology (S: 3)

Prerequisite: Latin

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Latin patristic literature. This semester the seminar will be devoted to the study of Tertullian.

Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of Basil.

Margaret A. Schatkin

TH 431 (ED 632) Psychology of Youth Religious Development (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

H. John McDargh

TH 432 (ED 839) The Psychology of Adult Religious Development (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Margaret Gorman, R.S.C.J.

TH 434 Theology and Psychology of Relationship (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 442 Religion in the United States (F: 3)

A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.

Thomas Wangler

TH 444 (HS 401) Reformation I (S: 3)

See course description under HS 401.

Virginia Reinburg

TH 446 Dante and Christianity (F: 3)

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. This course is also of interest to students in Political Science.

Ernest L. Fortin, A.A.

TH 448 American Catholic Historiography (S: 3)

This course will examine the major forms in which Catholics in the United States have recreated their past, with special focus on the theological assumptions and group identity reflected in these histories. Possible ways of re-writing the American Catholic past in terms of contemporary theologies will be explored.

Thomas Wangler

TH 476 The Development of Theology as a Discipline in the Middle Ages (F: 3)

A study, based on translated original texts, examining the positions from Anselm to William of Ockham on the nature of theology. Included: Anselm, Hugh of St. Victor, Robert of Melun, Alexander of Hales, Bonaventure, Aquinas, Godfrey of Fontaines, Henry of Ghent, John of Naples, William of Ware, Hervaeus Natalis, Scotus, Aureoli and William of Ockham.

Stephen F. Brown

TH 479 Origen: Bible/Philosophy/Church (F: 3)

The biblical, exegetical and ecclesial worlds, as well as the political, philosophical and "systematic" views of Origen, the most influential of early Christian writers. Extensive reading and discussion of the commentaries, the homilies, the systematic and occasional works. Basic knowledge of the bible and philosophy required. Reading knowledge of Greek and Latin desired, but not absolutely necessary.

Robert J. Daly, S.J.

TH 488 Feasts and Seasons (F: 3)

An investigation of the origins and development of the Christian liturgical year, with emphasis on the evolution of the Lent-Easter and Christmas cycles.

Pamela Jackson

TH 501 The Trinity and Human Transformation (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Robert Imbelli

TH 502 Experience of Spirit in Christ and Church (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Robert Imbelli

TH 503 On the Incarnation (S: 3)

This course will aim at a systematic understanding of the "person of Jesus Christ"—who he is—in light of modern exigencies as well as the development of dogma and theology. After a rapid overview of major New Testament themes, the course will study: the historical process leading up to the "classical" Christology of the early ecumenical councils; the elaboration of these doctrines in the Middle Ages; the objections brought against them by modern historical method, modern psychological views, and modern philosophical trends; and finally the possibilities for restatement at the present time.

Charles Heftling

TH 510 On the Trinity (F: 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J.N.D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*; K. Rahner, *The Trinity*.

Frederick Lawrence

TH 532 Art of Pastoral Counseling (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire E. Lowery

TH 539 (ED 630) Biblical Interpretation in Education and Ministry (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys

TH 555 The Ethics of St. Thomas Aquinas (F: 3)

This course will critically analyze some of the central texts in the moral theology of St. Thomas Aquinas. Special attention will be given to Thomas' view of the human person, the natural law, and the virtues. Selected issues in his special ethics, such as sex, truth-telling, and the taking of life, will also be examined. Knowledge of Latin is not required.

Stephen J. Pope

TH 556 Love and Nature (S: 3)

This course will carefully analyze important selected texts on the meaning of love and its relation to the human nature in Christian thought, and to relate them to major themes in theology and ethics. Concerns of the course will include the meaning and practical application of neighbor-love, the religious and moral status of self-love, and the significance of the love of God for the moral life.

Stephen J. Pope

TH 559 Sexual Ethics Within the Roman Catholic Tradition (S: 3)

Prerequisite: A Core Ethics course.

This course is restricted to majors in theology and graduate students. This course will attempt 1) to examine the sources and content of the Roman Catholic Tradition concerning the nature and meaning of human sexuality; 2) to determine and investigate the values which underlie the traditional teaching; 3) to explore and evaluate some contemporary interpretations of the Tradition by some Roman

Catholic moralists; 4) to examine some specific concerns in the area of human sexuality with a view toward formulating some practical pastoral guidelines.

James A. O'Donohoe

TH 573 Ecclesial Meaning: Eternity, Time, and Memory (F: 3)

In Church worship and celebration of the mysteries of Redemption there are repeated and constant references to the "eternal God" and "life everlasting." This seminar attempts a systematic understanding of both Augustine's and Aquinas's efforts at understanding the relations between time, historical memory, and eternity. It also indicates how the notion of eternity has been misunderstood in modernity, and how this leads interpreters of Augustine and Aquinas (e.g. David Burrell, Anthony Kenny, Jaroslav Pelikan, Paul Ricoeur) to misrepresent their positions.

Matthew L. Lamb

TH 597 The Problem and the Possibility of Prayer (S: 3)

This course is restricted to graduate students and to advanced undergraduates who have completed their two core theology courses. This course addresses the questions that have made prayer problematic for modern persons: theological (How can one address God as personal?), ethical (Is prayer an evasion of personal responsibility?) and psychological (Is prayer involved in the dynamics of projection?). The course will be conducted in a seminar fashion with students assuming weekly responsibility for presentations. Class size is restricted to fifteen students.

H. John McDargh

TH 605 Integrative Colloquium in Pastoral Ministry (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 606 (ED 836) The Theologian and Minister As Teacher (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys

TH 676 Faith and Reason: Classical, Modern, Contemporary (S: 3)

An exploration of classical and modern orientations toward intelligence and reason, and how they differently envisage the relations of reason to religious faith. Why modern secularist orientations that cast reason as subverting or negating faith are less and less cogent. Fallacies of misplaced norms for both reason and faith will be examined, as well as contemporary efforts to develop an integral understanding and praxis of both human intelligence and Christian faith.

Matthew L. Lamb

TH 717 (ED 635) The Education of Christians: Past, Present and Future (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary Kay Oosdyke

ED 735 Traditions of Religion and Education (S: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys

TH 808 Soundings in Systematics I (F: 3)

An advanced year-long graduate course that will explore the basic doctrines of the classical creeds, together with foundational and methodological issues pertinent to theological dis-

cussion in the contemporary context. The format of course meetings will alternate. *Plenary Sessions* will center on discussion, among all faculty participants, of a topic presented by one of them. The conversation initiated at each of these meetings will continue at the subsequent meeting, a discussion session in which students, the faculty member whose presentation was considered at the preceding plenary session, and other faculty will take part.

SOUNDINGS is open to graduate students in their second and later years; others may enroll only with the permission of the Department Chairperson.

Stephen F. Brown
Robert J. Daly, S.J.
Charles Heffling
Robert Imbelli
Pamela Jackson
Matthew Lamb
Frederick Lawrence
Ellen Ross
Louis P. Roy, O.P.

TH 810 Soundings in Systematics II

This is a continuation of TH 808 Soundings in Systematics I offered in the fall semester.

Stephen F. Brown
Robert J. Daly, S.J.
Charles Heffling
Robert Imbelli
Pamela Jackson
Matthew Lamb
Frederick Lawrence
Ellen Ross
Louis P. Roy, O.P.

TH 816 (ED 539) Christian Ministry: Education for the Kingdom (F: 3)

See course description under Institute of Religious Education and Pastoral Ministry.

Mary Kay Oosdyke

TH 826 Introduction to the Old Testament (Graduate) (S: 3)

An introduction to the history, religion, and literature of ancient Israel. The course will combine lecture and discussion with study sessions aimed particularly at acquainting students with the methodological approaches current in biblical scholarship.

J. Cheryl Exum

TH 827 Introduction to the New Testament (Graduate) (F: 3)

An introduction to the historical-critical study of the New Testament, this course surveys the background, structure and theology of the New Testament writings. Special emphasis is placed on understanding the socio-cultural setting of those writings. Students are introduced to the methods of New Testament exegesis and learn to apply these methods to biblical texts.

Anthony J. Saldarini

TH 832 Trinitarian Missions and the Human Good (S: 3)

This course will depart from the missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief and thinking of Christians. Christian Faith is intrinsically related to the concrete outcome of human acts of knowing and deciding and acting (the human good) as conversational, both as setting concrete conditions for human conversations as broken down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation which is the Trinity (sanctification).

Frederick Lawrence

TH 841-842 Handmaiden or Queen: The Role of Philosophy in the History of Theology I & II (F: 3-S: 3)

A full-year graduate level study of the history of philosophy from Thales to Gadamer, focusing on the issues relating to religion and theology. Advanced undergraduates may take this course with the permission of the instructor.

Stephen F. Brown

TH 844 Medieval Christology (S: 3)

An examination of the following issues: 1) motives for the Incarnation, 2) the problem of the union of the two natures in Christ, 3) the nature of Redemption, 4) the various theories of justification. The sources for this study will be selections from the original works of Abelard, Anselm, Bonaventure, Aquinas, Scotus, Aureoli, Ockham and Gregory of Rimini.

Stephen F. Brown

TH 885 Life, Structure, Thought in the Christian Community to 1500 (F: 3)

A one-semester survey of major themes in the history of Christianity to 1500. Topics for study and discussion will include the development of church organization and structure; monasticism; forms of religious dissent and reform; spirituality; pastoral care and popular piety.

Patricia DeLeeuw

TH 888 Master's Interim Study (F: 0-S: 0)

For those students who have not yet passed the Masters Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

TH 899 Readings and Research (F, S: 3)

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. Professor's written consent, on a form secured from the department, must be secured prior to registration.

The Department

TH 983 Advanced Graduate Colloquium (F: 3)

Limited to, and required of, students in the Joint Doctrinal Program in their second year of residency.

Charles Heffling

TH 990 Graduate Research Colloquium (F: 3)

Limited to, and required of, students in the Joint Doctrinal Program in their first year of residency.

Charles Heffling

TH 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

TH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of the university facilities (libraries, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid

for courses formally audited or taken for credit.

Institute Courses

See Institute of Religious Education and Pastoral Ministry section.

University Courses

The course listed below is an interdisciplinary course taught by William Meissner, S.J., the University Professor of Psychoanalysis. This course is of interest to graduate students in various disciplines.

UN 876 Psychoanalytic Lectures (F: 3)

A series of lectures which deals with various aspects of psychoanalysis in dialogue with the academic disciplines. This year-long course involves attendance at each of the lectures in the Psychoanalytic Lecture Series. A formal meeting following each lecture will be arranged with the instructor for discussion and reading assignments. An extensive paper will be required at the end of the course.

William W. Meissner, S.J.



Graduate School of Management

The MBA Program

The MBA program provides mature men and women with a broad professional education that prepares them for management careers in business and other sectors of society. The Boston College MBA program demands mastery of technical and analytical skills but treats these as necessary but not sufficient characteristics of effective management education. In addition, Boston College seeks to cultivate in the men and women it selects an orientation towards responsible, inquiring action. The program emphasizes development of action skills necessary to implement decisions and to learn from experience on a continuing basis, as well as an appreciation of human values and the importance of ethical behavior in management. The integration of concerns for technical competence, action effectiveness, and ethical values helps to define the distinctive character of the Boston College MBA program.

M.S. in Finance

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems. Candidates for the M.S. in Finance typically will have an undergraduate or graduate degree in management. While the ideal candidate has had at least two courses in Finance, consideration will be given to advanced work in accounting or economics. Applicants' quantitative skills will be weighted heavily in the admission decision.

The M.S. in Finance program is comprised of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer, or one year of full-time study.

Ph.D. in Management with a Concentration in Finance

Beginning in September 1990, Boston College will offer a Ph.D. in Management with a concentration in Finance. Beyond providing students with a solid training in financial theory and quantitative research methods, the program is designed to give students the conceptual foundation, motivation, and academic skills necessary to excel in scholarly research and teaching.

Joint J.D.-MBA Program

The Graduate School of Management and the Law School at Boston College offer a joint J.D.-MBA Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the MBA program is given towards the J.D. degree, and, similarly, credit for one semester's

courses in the Law School is given towards the MBA degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint J.D.-MBA degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the MBA program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at GSOM). Students interested can obtain detailed information from the respective Graduate Deans' offices.

M.S. in Computer Science

The Master of Science in Computer Science program provides advanced coursework in computer software, hardware, systems, and theory for students who wish to deepen their understanding of computers and sharpen their analytic skills; students are prepared for careers in fields such as software engineering, information systems, applied artificial intelligence, or for further study at the Ph.D. level.

The M.S. in Computer Science program requires four core courses and six electives; students may elect to do a thesis in lieu of two elective courses. The required core courses are software engineering, automata and computability, principles of programming languages, and computer architecture. A course in digital systems may be taken in place of computer architecture, or it may be taken as an elective.

Computer Science electives include operating systems, database systems, compilers, artificial intelligence, expert systems, robotics, computer networks, advanced algorithms, theory of computation, ethical computer use, digital systems laboratory, computer graphics, Prolog, and microcomputer systems. Students may select two information systems electives from courses including management information systems, decision support systems, fourth generation programming languages, and strategic information technology.

The M.S. in Computer Science program is a part-time evening program taught primarily by the full-time faculty of Boston College. It is intended for persons working in the Boston area high-technology and business communities. Part-time students can complete the program in 2-1/2 years by taking courses two evenings per week during the academic year. Some students choose to pursue the program full time; limited assistantship opportunities are available.

Although students are not expected to have a Bachelor's degree in Computer Science, they must fulfill a number of prerequisite courses including structured programming, data structures, assembly language, discrete mathematics, and algorithms. Students who have not fulfilled all these prerequisites are encouraged to apply; qualified students will be accepted conditionally and they must then complete satisfactorily any remaining prerequisite courses before beginning the M.S. in Computer Science core course.

A separate brochure is available that describes the prerequisites and the program requirements in detail.

Joint MSW-MBA Program

The Graduate School of Management and the Graduate School of Social Work offer a joint MSW-MBA Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the MBA program is given toward the MSW degree, and, similarly, credit for one semester's courses in the MSW program is given toward the MBA degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint MSW-MBA degree candidates are billed at the GSSW rate for their first year in the MSW program and at the GSOM rate for their first year in the MBA program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Students interested can obtain detailed information from the respective Graduate Deans' offices.

Joint MBA-Ph.D. in Sociology Program

The Graduate School of Management and the Department of Sociology at Boston College have a joint MBA-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits at GSOM rates and 35 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Graduate Dean's office.

Semester in Spain

Boston College maintains an international student exchange program with Icade University in Madrid, Spain. Students selected to participate in the program spend the fall semester of the second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program. Students who successfully complete the program abroad receive credit for four courses.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option:* The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers.
2. *Independent Study Project:* A student may propose to a faculty member an independent study project, the satisfactory comple-

tion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

3. *Research Teams:* On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The MBA program does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the student should realize that he or she will seldom be confronted with the same problem that he or she has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his or her preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

MBA Program Options

The full-time option is a two-year program, comprising fifty-four credits. Thirty credits are earned during the first year in the core curriculum required of all students. The remaining twenty-four credits (eight semester courses) are

earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two courses in Strategic Management and Problems in Administration and Changing Environments are required of all students and serve to integrate the program as a whole.

The part-time program is generally completed in three and a half or four years and comprises fifty-four credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is identical to that for full-time students—the core curriculum followed by six electives and the two capstone courses in Strategic Management and Problems in Administration and Changing Environments.

The program is designed for people with: broad liberal arts backgrounds; engineering, mathematical and scientific educations; education, nursing and business undergraduate degrees.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management. For Ph.D. and J.D. degrees as many as twelve advanced standing credits may be offered. For Master's degrees as many as six advanced standing credits may be offered.

Accreditation

The Boston College MBA Program is fully accredited by the American Assembly of Collegiate Schools of Business and is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis.

The courses described in the following section fulfill core requirements for all students entering Fall 1980 and thereafter. Continuing students are expected to fulfill the core requirements that existed upon their entry into the MBA program.

The Core Curriculum

The core curriculum begins with a broad introduction to the history of economic thought and business history, along with an initial forecast of future political and economic developments and a description of the organizational principles upon which this core curriculum itself is built. Throughout the MBA experience students are encouraged to treat the program itself as an organizational setting in which they and the faculty have responsibilities to enact and observe effective managerial practices and criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups and participants in a management game. Later they will be asked to define and complete a research project. Research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for clients in the Boston area. These projects culminate at the end of the year in awards for the most professional and significant written and oral presentations of results.

The core curriculum includes three-credit

courses in Economics, Accounting, Finance, Statistics, Computing and Information Systems, Marketing, Production, International Management, Organizational Behavior, and Perspectives on Management. The following short descriptions introduce these courses:

Computer Information Systems

In recent years there has been a significant growth in the use of computers by managers. During the first half of this course you will learn to use the Macintosh microcomputer and its associate software, including electronic spreadsheets, graphics programs, word processing programs, and simple database systems. These programs will also be used in your other MBA courses and should prove useful throughout your management career. During the latter part of the course we will cover topics such as management information systems, office automation, and computer networks.

MC 707—Computer Information Systems 3

Statistics

Statistical techniques are used in many management disciplines. The statistics course will consider mathematical and statistical methods for the description and analysis of business problems. Students will learn statistical techniques such as correlation, regression, and analysis of variance.

MD 705—Statistics 3

Accounting

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise.

MA 701—Accounting 3

Finance

Prerequisite: MA 701

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some introduction is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

MF 704—Finance 3

Production

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of that activity to see that it conforms to what was planned. The major techniques of quantitative

analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving, and on recognizing both the strengths, limitations, and usefulness of management science approaches.

MD 707—Production 3

Organizational Behavior

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organizational behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

MB 709—Organizational Behavior 3

Marketing

Prerequisites: MA 701, MB 709

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

MK 705—Marketing 3

Economics

The Economics course emphasizes the principles and relationships which form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills in taking managerial action.

MD 700—Economics and Social Choice 3

International Management

In the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and inter-

national firms, analysis of foreign cultures, problems of the developing countries and trade with communist countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then the focus will turn to unique organizational issues in the international firm.

MM 708—International Management 3

Perspectives on Management

Integrating all the core courses is Perspectives on Management, a course unique to the B.C. program, which provides an historical examination of management, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management.

The essential questions throughout are "What constitutes effective management?" and "How can one learn to become a more effective manager?"

MH 702—Perspectives 3

The Student's Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A second source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A third source of integration will be the management simulation and the field research projects undertaken as part of the Perspectives on Management course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and increasingly effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to *act* effectively under conditions of complexity, uncertainty, and interruption.

The Required Capstone Courses in Strategic Management and Environmental Analysis

After completing the core courses, students take two integrative capstone courses in Strategic Management and Environmental Analysis during the second half of their program, along with six elective courses.

Strategic Management

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that

arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision-making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy formulation. In this context, one is asked to ponder what one's own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the MBA Program in that they draw heavily upon and use much of the knowledge and skills developed in the core curriculum. Hence, the core is a prerequisite for the strategic management and environmental analysis courses.

MD 710—Strategic Management

Environmental Analysis

Prerequisite: MD 710

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of inter-related economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linking pin between the organization and its environment.

MD 711—Problems in Administration and Changing Environments

Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Operations

Management, and Strategic Management. The concentrations may include approved courses from other areas of the MBA Program as well as approved courses offered by other colleges and schools of the University. An MBA student may choose to concentrate electives in a specific area. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. The thesis, administered through MH 891 and MH 892, offers six credits.

The elective courses available for concentrations are described in the Graduate School of Management Bulletin.

Career Services

Few MBA candidates arrive knowing exactly what careers they want to pursue. Even those who think they know where they are heading often develop new job objectives through exposure to the curriculum, to other students, faculty and opportunities made available by the Career Services Office.

The Career Services Office for the MBA program is located right in the school and is exclusively for the use of all full- and part-time students. It is a major employment and counseling resource for all students. During the first year the Career Services Office aids students in obtaining summer positions, and in the second year, in obtaining permanent employment. This office helps students market themselves and develop effective salary negotiation skills. The Career Services Office assists in the preparation of student resumes. Second-year students are often contacted directly by prospective employers who may interview students on campus or at their organization.

Other career-related activities are specific career development seminars and workshops with representatives from business, government and various non-profit agencies. The Career Services Office keeps alumni and students in touch with one another via an active Alumni Career Advisory Service which currently lists two hundred MBA alumni as members.

Personal career counseling is available to those who seek it either through meetings with the Director of Career Services or with some faculty who maintain a very special interest in student placement. Finally part-time students are always welcome to discuss possible career changes while still in the program and are encouraged to utilize the resources and services of the program and the University.

Admission to the MBA Program

The Admissions Committee has the difficult task of selecting approximately 96 full-time and 110 part-time applicants from a pool of applications many times that number. The objective is to select people who have high potential for success as either professional managers or business entrepreneurs.

The most important tool in this selection

process is the application itself because it provides the same basic information on all candidates while allowing each applicant the opportunity to present data unique to himself or herself. We are seeking candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employment prior to enrollment strengthens many applications.

The admission decision is based on a combination of factors rather than on any one factor.

Consideration is given to a candidate's:

- 1. Academic record;
- 2. Score on the Graduate Management Admission Test;
- 3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extracurricular activities;
- 4. Statements on the application form concerning reasons for pursuing a professional course of study in business;
- 5. Letters of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, the most recently enrolled class had an average GPA of 3.2 and a score of 570 or more on the Graduate Management Admission Test. Work experience is also regarded favorably by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of forty dollars should accompany the completed application forms.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admission procedure and are viewed only as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process. In addition, information seminars are held regularly for both the full- and part-time programs. These allow prospective students to meet with current students, faculty and administrators to learn more about the program.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in Business. This is an *aptitude* test and *not* a test to determine the applicant's knowledge of the business administration curriculum.

The Admissions Test is administered several times each year, usually in October, June, January and March at test centers throughout the United States.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained in person from the Office of The School of Management, Graduate Division, or by mail from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. (609) 771-7330

International Students

In addition to the admissions requirements listed above, the Graduate School of Management requires all international students for whom English is not the first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). An official score report should be sent to the Graduate School of Management, Fulton 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer need-based financial assistance to international students enrolled in the MBA program.

Admission Procedure

The application form packet may be obtained by writing or telephoning:

Director of Admissions
Graduate School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167
Telephone (617) 552-3920

Full-time students enter the MBA Program in September at the beginning of the Fall semester. Part-time students enter either in September or in January for the Spring semester. The application deadline for September admission is April 15 for full-time students and June 15 for part-time students. The application deadline for January is November 15. However, applicants for September admission are urged to apply as early as possible.

Information on Expenses

The four major items of expense are tuition, books and supplies, fees and living expenses.

- 1. **Tuition.** The tuition will be \$404 per semester credit hour (academic year 1989-90 figure).
- 2. **Books and Supplies.** The estimated cost of books and supplies is \$75.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases, and computer time.
- 3. **Fees.** Other fees include:
 - Application Fee (new students only, not refundable) \$45.00
 - Registration Fee (per semester) 15.00
 - Late Registration Fee 45.00
 - Certified Credits (transcript) 2.00
 - Grad Student Activity Fee 12.00-20.00
 - I.D. Card Fee 13.00
- 4. **Living Expenses.** Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$3,500 per semester for students living away from home.

For a full-time student living away from home, estimated annual expenses are:

Tuition (approximate, based upon 5 courses per semester)	\$12,120.00
Books and Supplies	750.00
Living Expenses (estimate)	7,000.00
	\$19,870.00

Payments

All tuition and fees are due and payable in full at time of registration at the beginning of each semester. All checks should be made pay-

able to: THE TRUSTEES OF BOSTON COLLEGE.

As confirmation of their intention to attend, admitted students must make a non-refundable acceptance deposit which is credited toward their tuition. The full-time student deposit is \$400, (\$200 of which is refundable if a student notifies the Admissions Office of a change of plans by August 19th); and the part-time student deposit is \$100.

Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Lyons Hall, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

Financial Aid

The School of Management has the following opportunities available for graduate student financial aid.

In all cases, recipients of financial aid are expected to fill out financial background forms for the University including: 1) the Financial Aid Form (FAF), 2) Parents' Federal Tax Form, 3) Students' Federal Tax Form, and 4) Financial Aid Transcripts from all previously attended universities.

Graduate and Research Assistantships—There are a limited number of Graduate Assistantships and scholarships available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of first-year students to evaluate the qualifications for these assistantships.

All Assistantship awards must be reported to the University Financial Aid office and are factored into the student's total financial aid package.

Part-Time Employment—There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine their eligibility under the Federal Work Study Program. The Career Services Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

Federal and State Loan Programs—Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. The Financial Aid Office has information about these programs and about their current status.

General Information

Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A–, B+, B, B–, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A–, B+, B, B–, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0, A–: 3.7, B+: 3.3, B: 3.0, B–: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B– (2.7) or higher in course work.

Withdrawal from a Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses during the registration period. After the registration period but before the last three weeks of class—grades of W will be recorded. Beginning with the last three weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Graduate Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Graduate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a **temporary** grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, arrangements may be

made through the Graduate Dean for adjustment of course loads to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the MBA degree within six (6) years of the initial registration. All requirements for the M.S. in Finance and M.S. in Computer Science degrees must be completed within four (4) years. Approved leaves of absence can be used to adjust this limit.

Student Leave of Absence and Reinstatement

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Graduate Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the MBA Program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

Academic: Must be maintaining a satisfactory academic average;

Administrative: Must be fulfilling prescribed administrative requirements;

Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College Graduate School of Management to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue at the Graduate School of Management.

Listed below are the faculty members in each department in the Graduate School of Management.

Accounting

Faculty

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, Chairperson of the Department
B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Kenneth B. Schwartz, B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Associate Professor Frederick J. Zappala, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor Jeffrey R. Cohen, B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Christi Kay Lindblom, B.S., University of Nebraska; M.A.S., Ph.D., University of Illinois

Assistant Professor Laurie W. Pant, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A. (cand.), Boston University

Assistant Professor David J. Sharp, B.A., M.A., Lincoln College, Oxford University; M.Sc., University of Manchester; Ph.D. Massachusetts Institute of Technology

Instructor Robert M. Turner, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Lecturer William J. Horne, A.B., A.M., Boston College

Business Law

Faculty

Professor Frank J. Parker, S.J., B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, Chairperson of the Department
B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Alfred E. Sutherland, B.S., A.M., J.D., Boston College

Assistant Professor Scott F. McDermott, B.A., Colby College; J.D., Boston College

Assistant Professor Patricia A. Norton, B.A., Boston College; J.D., New England School of Law

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor Peter G. Clote, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Associate Professor Harvey M. Deitel, Chairperson of the Department
B.S., M.S., Massachusetts Institute of Technology; Ph.D., Boston University

Associate Professor James Gips, B.S., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Howard Straubing, A.B., University of Michigan; Ph.D., University of California at Berkeley

Assistant Professor Radha R. Gargeya, B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Assistant Professor Michael C. McFarland, S.J., A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

Assistant Professor Jeffrey D. Parker, B.A., Kenyon College; M.A., Ph.D., University of Wisconsin at Madison

Assistant Professor Robert P. Signorile, B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Finance

Faculty

Professor Walter T. Greaney, Jr., A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Hassan Tehranian, Chairperson of the Department
B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Assistant Professor Kathleen Hevert, B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Assistant Professor Robyn McLaughlin, B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

Assistant Professor Elizabeth Strock, B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Assistant Professor Nickolaos G. Travlos, B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Assistant Professor William J. Wilhelm, B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

Instructor Hamid Mehran, B.A., Gilan College of Management; Ph.D. (cand.), University of North Carolina, Chapel Hill

Marketing

Faculty

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Raymond F. Keyes, Chairperson of the Department
A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor William B. Dodds, B.S., M.S., Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor David W. Lloyd, A.B., Gettysburg College; M.B.A., University of New Hampshire; D.B.A., Boston University

Assistant Professor Nicholas Nugent, B.A., M.B.A., University of South Florida; Ph.D., Florida State University

Instructor Victoria L. Crittenden, B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A. (cand.) Harvard University

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Operations and Strategic Management

Faculty

Professor Walter H. Klein, B.S., M.B.A., Ph.D., University of Pittsburgh

Professor Joseph A. Raelin, Chairperson of the Department
A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor David C. Murphy, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Associate Professor Jeffrey L. Ringuest, B.S., Roger Williams College; M.S., Ph.D., Clemson University

Assistant Professor Samuel B. Graves, B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Assistant Professor Cengiz Haksever, B.S.,
M.S., Middle East Technical University,
Turkey; M.B.A., Texas, A&M University;
Ph.D., University of Texas

Assistant Professor James F. Halpin, S.J.,
A.B., A.M., M.S., Boston College; S.T.L.,
Colegio de San Francisco de Borja: Barcelona;
S.T.D., Gregorian University

Assistant Professor Nan S. Langowitz, B.A.,
Cornell University; M.B.A., New York
University; D.B.A., Harvard University

Assistant Professor Hassell H. McClellan,
B.A., Fisk University; M.B.A., University of
Chicago; D.B.A., Harvard University

Assistant Professor Richard McGowan, S.J.,
B.S., University of Pennsylvania; M.S.,
University of Delaware; M.A., Fordham
University; M.Div., M.Th., Weston School of
Theology; D.B.A., Boston University

Assistant Professor Sandra A. Waddock, B.A.,
Northeastern University; M.A., Boston
University; M.B.A., D.B.A., Boston University

Lecturer David R. McKenna, B.S., M.B.A.,
Boston College

Organization Studies— Human Resources Management

Faculty

Professor William R. Torbert, B.A., Ph.D.,
Yale University

Associate Professor Jean M. Bartunek,
R.S.C.J., A.B., Maryville College; A.M., Ph.D.,
University of Illinois at Chicago

Associate Professor James L. Bowditch, A.B.,
Yale University; A.M., Western Michigan
University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S.,
Northwestern University; M.B.A., Boston
College; D.B.A., Harvard University

Associate Professor Judith Gordon,
Chairperson of the Department
A.B., Brandeis University; M.Ed., Boston
University; Ph.D., Massachusetts Institute of
Technology

Associate Professor John W. Lewis, III, A.B.,
Ohio Wesleyan University; Ph.D., Case
Western Reserve University

Associate Professor Richard P. Nielsen, B.S.,
M.A., University of Pennsylvania; Ph.D.,
Syracuse University

Associate Professor Frank A. Dubinskas, B.A.,
Yale University; M.A., Ph.D., Stanford
University

Assistant Professor William Stevenson, B.S.,
University of Maryland; M.A., Ph.D.,
University of California



Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or social planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations, as is a focus on Social Work with the Hearing Impaired.

Professional Program: Master's Level

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence. *Off-campus Opportunities:* A major portion of the part-time component is available at sites in the Worcester and Plymouth areas, and Portland, ME., in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic area.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them:

SW 700 Social Work Practice

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

SW 701 The Social Welfare System
 SW 702 Social Policy Analysis
 SW 801 Racism: Dynamics of Social Process
 SW 802 The Challenge of the Aging Society: Issues and Options
 SW 805 Issues in Family and Children's Services
 SW 808 Legal Aspects of Social Work
 SW 813 Comparative Policy Analysis and Field Experience

SW 814 Ethical and Policy Issues in Contemporary Health Care
 SW 818 Forensic Issues for Clinical Social Workers - Focus: Prisoners
 SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are:

SW 721 Human Behavior and the Social Environment
 SW 722 Psychosocial Pathology
 SW 727 Substance Abuse: Alcohol and Other Drugs
 SW 821 Small Group Theory
 SW 824 Structure and Dynamics of the Community
 SW 827 Ego Psychology
 SW 828 Organizational Behavior
 SW 831 Human Behavior and the Social Environment of the Aged
 SW 836 Self Psychology
 SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include:

SW 740 Introduction to the Computer
 SW 747 Research Methods in Social Work Practice
 SW 751 Quantitative Methods in Social Work Practice
 SW 840 Advanced Quantitative Analysis
 SW 841 Evaluative Research for Micro-Practice
 SW 844 Evaluative Research for Macro-Practice
 SW 845-846 Research Design Seminar I-II
 SW 848 Research Readings in Women's Issues
 SW 849 Research Independent Study
 SW 851 Policy Analysis Research for Social Reform
 SW 852 Supervision II: Information Systems

Field Instruction

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in "hands on" experience: to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies; clinics, hospitals, schools and prisons; community, social and health planning agencies; and in selected occupational settings. Field offerings include:

SW 900 Field Practicum Lab
 SW 901-902 CSW Field Instruction I-II (or 905)
 SW 903-904 CSW Field Instruction III-IV
 SW 907-908 Social Planning and Administration Field Instruction I-II (or 909)
 SW 914-916 Community Organization, Social Planning and Policy Field Instruction III-IV
 SW 919-920 Human Services Administration Field Instruction III-IV

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties, and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are:

SW 762 Basic Skills in Therapeutic Intervention
 SW 861 Differential Assessment and Intervention
 SW 863 Cross-Cultural Clinical Social Work
 SW 864 Group Therapy
 SW 865 Family Therapy I
 SW 866 Therapeutic Interventions with the Elderly
 SW 867 Clinical Social Work Treatment of Children and Adolescents
 SW 868 Integrative Seminar in Clinical Social Work
 SW 869 Clinical Social Work Independent Study
 SW 871 Social Work in an Extreme Stressful Environment: the Prison
 SW 873 Psychosocial Dimensions of Health and Medical Care Practice
 SW 875 Family Therapy II
 SW 880 Social Work Practice in Child Welfare*

Social Planning and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration in Social Planning and Administration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for:

- planning, implementing and managing human services;
- utilizing participatory strategies which involve individuals, groups and organizations in planned development processes;
- providing executive leadership which is both creative and practical for private and public human service agencies;
- advancing social policy that enhances the

well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations;

—researching, analyzing, and evaluating policies and programs.

Students may choose one of two tracks within the concentration, either *Community Organization, Social Planning and Policy (COSPP)*, or *Human Services Administration*. *COSPP* prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis. The *Administration* track prepares managers committed to social work goals and skilled in techniques of human services management. Through grouping of electives, students in either track may also subconcentrate in a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course and First Year field curriculum designed for all students in both the *COSPP* and *Administration* tracks. In addition, each track includes two advanced methods courses, a human behavior/social environment corollary, and a Second Year methods-specific field practicum, as well as supplementary electives.

Course offerings are:

SW 786	Survey Course in Organizing and Social Planning
SW 788	Principles of Planning
SW 790	Social Work in Industry
SW 809	Administration of Human Services Programs
SW 810	Seminar in Administration and Financial Management
SW 816	Supervision and Staff Management
SW 880	Social Work Practice in Child Welfare*
SW 883	Social Planning in the Community
SW 884	Strategic Planning
SW 887	Change and Development of the Urban System: Urban Developmental Planning I
SW 888	Seminar in Community Organization and Political Strategy
SW 897	Planning for Health and Mental Health Services
SW 899	CO/SP Independent Study

*SW 880 combines Clinical Social Work and *COSPP* Methodologies.

Joint Degree Programs

Joint MSW/MBA Program

A limited number of students can be admitted to this three-year joint degree program. Candidates must apply to and be accepted by both the School of Social Work and the Graduate School of Management. One full time year is spent in each school, while the third incorporates joint course and field-work.

Joint MSW/J.D. and MSW/M.A. Programs

A four-year MSW/J.D. program was inaugurated in 1988 by the School of Social Work and the Boston College Law School. The foundation years in each School are followed by two years of joint class and field instruction. A three-year joint MSW/M.A. in Pastoral Ministry has been designed by the GSSW and the Insti-

tute for Religious Education and Pastoral Ministry, with implementation anticipated this year.

Accelerated B.A./MSW Program

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two program whereby a limited number of Psychology and Sociology Majors may combine First Year Graduate Social Work courses and field work with their Junior and Senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the MSW Program.

For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers an upper-division introductory course which is not applicable to the MSW degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, College of Arts and Sciences.

Professional Program: Doctoral Level

The Doctor of Social Work program for MSW practitioners who have demonstrated competence in a practice method is designed to 1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice which are responsive to people in need of services; and 2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation-related credits, comprise the 51 credits required for the DSW. The program, instituted in 1979, is designed for part time study. Courses offered to date include:

SW 960	Public Policy as a Field
SW 961	The Philosophy of Professional Practice
SW 962	Social Policy Analysis
SW 963	Scientific Inquiry in Social Work
SW 964	Statistical Analysis for Social Work Research
SW 965	Evaluation of Outcomes in Clinical Practice
SW 966	Dissertation Seminar
SW 971	Doctoral Seminar in Clinical Practice I
SW 972	Empirical Clinical Practice
SW 973	Comparative Models of Intervention
SW 974	Issues in Clinical Social Work Practice
SW 976	Ego Psychology and Clinical Practice
SW 981	Social Planning Models: Congruence and Evaluation
SW 982	Participatory Dynamics of Social Planning
SW 983	Planning for Specific Intervention Domains I
SW 984	Planning for Specific Intervention Domains II
SW 992	Correlation and Regression

Independent Studies, Tutorials, Teaching Labs, Dissertation Direction and Professional Workshops by arrangement.

Continuing Education

The Office of Continuing Education offers workshops, seminars, institutes and mini-courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

Faculty

Professor June Gary Hopps, Dean A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Professor Demetrius S. Iatridis, A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Professor Richard A. Mackey, A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Professor Elaine Pinderhughes, A.B., Howard University; M.S.W., Columbia University

Associate Professor Robert L. Castagnola, Chair, Clinical Social Work B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Associate Professor Geraldine L. Conner, A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

Associate Professor Albert F. Hanwell, Assistant Dean, Graduate School of Social Work; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Associate Professor Eric R. Kingson, Chair, Social Planning and Administration B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

Associate Professor Nancy Veeder, A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

Associate Professor Leon F. Williams, Chair, Social Work Foundation B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Assistant Professor Fred Groskind, B.A., Memphis State University; M.S.S.W., University of Tennessee; Ph.D., University of Michigan

Assistant Professor Barbara Nicholson, B.A.,
LeMoyne College; M.S.W., Syracuse University
of Social Work; Ph.D., Smith College School of
Social Work

Assistant Professor Regina O'Grady-LeShane,
A.B., Caldwell College for Women; M.A., New
School for Social Research; Ph.D., Brandeis
University

Assistant Professor Thanh Van Tran, B.A.,
University of Texas; M.A., Jackson State
University; M.S.S.W., Ph.D., University of
Texas

Lecturer Constance W. Williams, B.A., Berea
College; M.S.S.S., Boston University; Ph.D.
(cand.), The Florence Heller School for
Advanced Studies in Social Welfare, Brandeis
University

Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation, and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools and has a chapter of the Order of the Coif.

Pre-Legal Studies

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study which can relate to subsequent legal education.

Admission Requirements

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to LSDAS. The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, handicapped or other students who have been socially, economically or culturally disadvantaged.

Application Procedures

Application must be made upon the official forms, and, as noted therein:

1) Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.

2) Two recommendations must be submitted with the Application to the Law School.

3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.

4) Decisions made by the Committee on Admissions will be mailed to applicants commencing in December. The application fee is not refundable.

5) Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due and payable by June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

6) First semester tuition and charges must be fully paid by August 15, or a date set in the

tuition bills, in order to retain a place in the entering class. Arrangements can be made to waive this requirement under special circumstances by contacting the Director of Admissions.

Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, to register with the Board of Bar Examiners of the state in which he or she intends to practice. The Assistant Dean's office has bar examination information available.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the present rate of \$575 per credit hour.

Advanced Standing

An applicant who basically qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College which immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

Financial Aid Programs

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Public Interest Loan Forgiveness program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations and legal services programs. Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 210, Chestnut Hill, MA 02167.

Joint J.D./MBA Program

The School of Management and the Law School at Boston College have a joint J.D./MBA program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the MBA program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the

MBA degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Offices of both schools.

Joint J.D./MSW Program

The School of Social Work and the Law School at Boston College have a joint J.D./MSW Program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the normally-required five years. Joint degree candidates must apply to and be accepted by both schools. Interested students can obtain more information from the Admissions Offices of both schools.

Other Joint Degree Programs

The Law School has no other formal joint degree programs. However, it encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

Information

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin which may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

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Adjunct Assistant Professor Paul R. Tremblay, B.A., Boston College; J.D., University of California, Los Angeles

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, Boston College, Chestnut Hill, Massachusetts 02167.

Summer Session

With its wide range of accredited courses and special programs, Boston College Summer answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place Boston College Summer in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within two intensive six-week periods beginning in early May in which credits earned per course are equivalent to one semester of the regular academic year.

Admission

Under a policy of open registration, Boston College Summer welcomes all students, and no academic records need be submitted. However, because formal application is not required, students should not confuse registration in the summer with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

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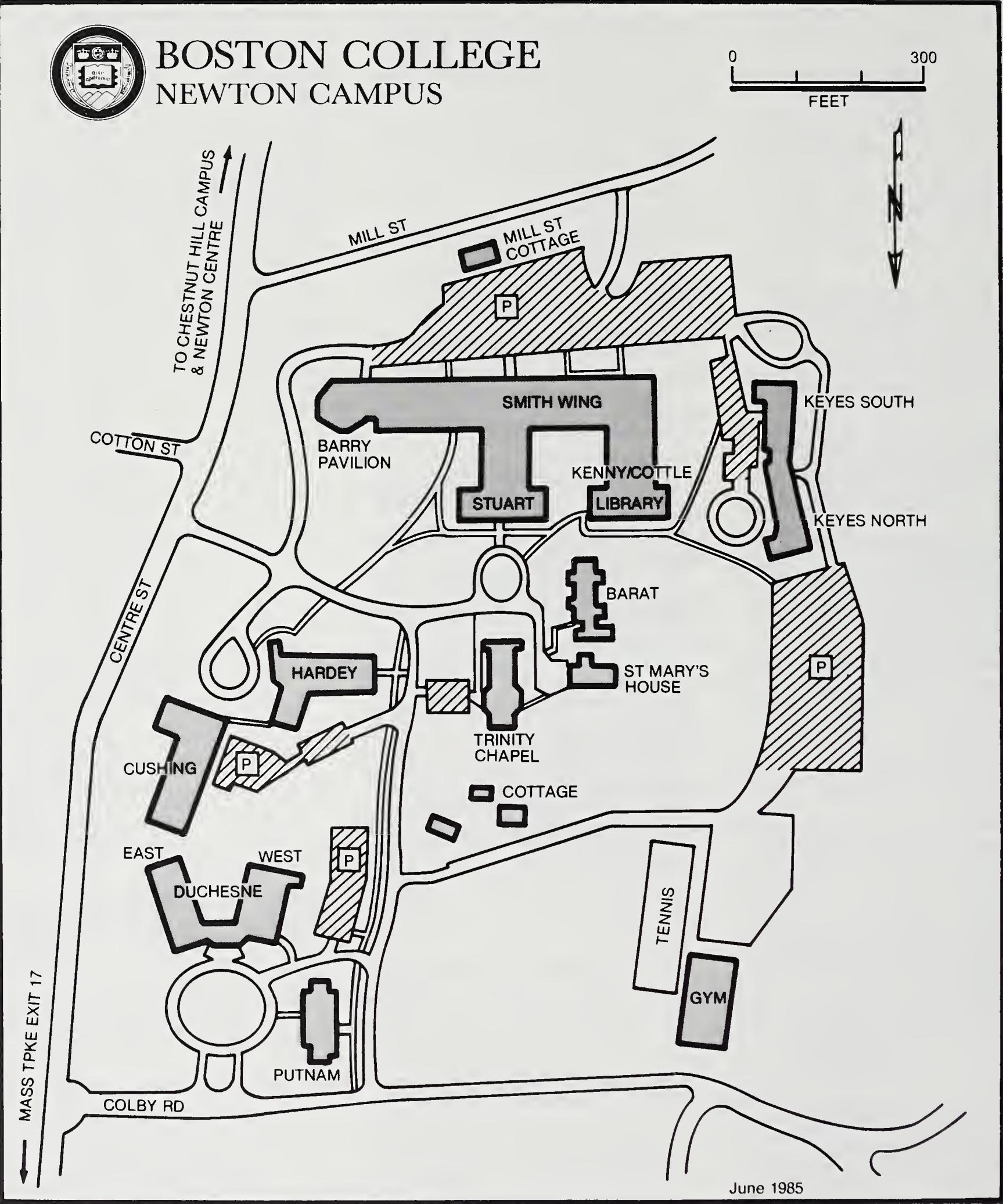
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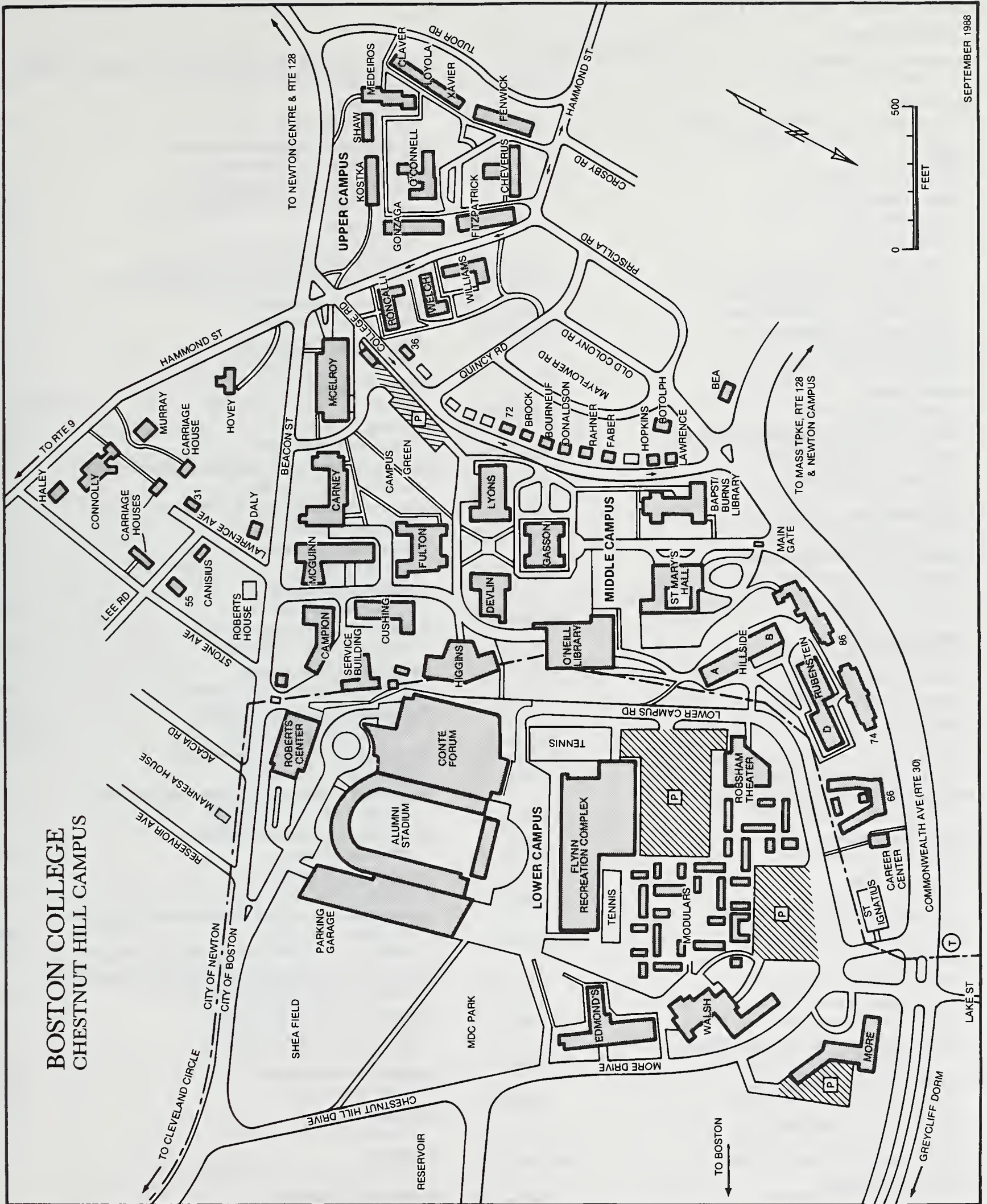
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Undergraduate: Charles Nolan, *Director* Lyons 120

Graduate: Department Chairpersons

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American Studies

Christopher Wilson, *Director* Carney 349

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J. Joseph Burns, *Associate Dean* Gasson 109

Carol Hurd Green, *Associate Dean* Gasson 109

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Jeong-Long Lin, *Chairperson* Devlin 223

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Germanic Studies Department

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Patricia DeLeeuw, *Associate Dean* McGuinn 221C

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Vincent Nuccio, *Director* McGuinn 603

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Daniel Coquillette, *Dean* Stuart M309

Law Department (Business Law)

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John C. Stalker, *Chief Reference Librarian* O'Neill Library

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Mary Sue Infante, *Dean* Cushing 203

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Joseph Raelin, *Chairperson* Fulton 214

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Judith Gordon, *Chairperson* Fulton 219

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Joseph Flanagan, S.J., *Chairperson* Carney 272

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Rein Uritam, *Chairperson* Higgins 355

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Sociology Department

William Gamson, *Chairperson* McGuinn 416

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John Brown, *Collection Manager* More 302

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Robert Sherwood, *Dean* McElroy 233

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University Chaplain

John A. Dineen, S.J. McElroy 215

University Librarian

Mary Cronin O'Neill Library

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Louise Lonabocker, *Registrar* Lyons 101

Academic Calendar 1989–90

First Semester

September 2	Saturday	Freshman and Transfer Orientation
September 5	Tuesday	
September 5	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
September 6	Wednesday	Classes begin Faculty Convocation
September 6	Wednesday	Drop/Add period for undergraduates
September 12	Tuesday	
September 13	Wednesday	Last date for students in Graduate School of Management to register
September 13	Wednesday	Registration for graduate students in Arts and Sciences and Social Work
September 19	Tuesday	
October 9	Monday	Columbus Day—no classes
November 9	Thursday	Last date for undergraduates to file change-of-major forms
November 10	Friday	Undergraduate registration period for Spring 1990 courses
November 28	Tuesday	
November 22	Wednesday	Thanksgiving holidays
November 24	Friday	
November 27	Monday	Last date for official withdrawal from a course or from the University.
November 28	Tuesday	Last date for graduate students to sign up for January graduation
December 12	Tuesday	Study days—no classes for undergraduates (graduate courses may meet)
December 13	Wednesday	
December 14	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December 14	Thursday	Final examinations
December 21	Thursday	

Second Semester

January 15	Monday	Freshman and Transfer Orientation
January 16	Tuesday	
January 16	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
January 17	Wednesday	Classes begin
January 17	Wednesday	Drop/Add period for undergraduates
January 23	Tuesday	
January 24	Wednesday	Last date for students in Graduate School of Management to register
January 24	Wednesday	Registration for graduate students in Arts and Sciences and Social Work
January 30	Tuesday	
February 19	Monday	Washington's Birthday—no classes
February 21	Wednesday	Last date for graduate students to sign up for May graduation
March 5	Monday	Spring Vacation
March 9	Friday	
March 30	Friday	Last date for undergraduates to file change-of-major forms
April 2	Monday	Undergraduate registration period for Fall 1990 courses
April 11	Wednesday	
April 9	Monday	Last date for official withdrawal from a course or from the University
April 12	Thursday	Easter Weekend
April 13	Friday	
April 16	Monday	Patriot's Day—no classes
April 19	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
May 1	Tuesday	Study days—no classes for undergraduates (graduate courses may meet)
May 2	Wednesday	
May 3	Thursday	Final examinations
May 10	Thursday	
May 21	Monday	Commencement

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